DOCUMENT RESUME

ED 121 358 JC 760 187

AUTHOR Cohen, Arthur M.; Brawer, Florence B.
TITLE An Analysis of Humanities Education in Two-Year Colleges: Phase 2--The Faculty, 1975-1976.
INSTITUTION Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE Mar 76
NOTE 163p.

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage
DESCRIPTORS *College Faculty; Community Colleges; Data Collection; *Humanities Instruction; Information Dissemination; *Junior Colleges; *National Surveys; Questionnaires; Research Design; Sampling; *Teacher Characteristics

ABSTRACT

Because of the dearth of available information on humanities education in the two-year college, the Center for the Study of Community Colleges began a multiphased project in June 1974. The project began with an intensive literature review and the selection of certain critical areas for analysis. During the second phase of the project, three monographs detailing the results of the literature review were published, a nationwide survey of the faculty teaching humanities in two-year colleges was conducted, the data from the faculty survey were tabulated and analyzed, and certain dissemination activities were undertaken. The first part of this six-part document presents a brief overview of the first two phases and an introduction to Phase 3. The remaining five parts present reports of the various activities and findings of Phase 2, including: (1) a review of the processes used to select the faculty sample, which consisted of 2,384 faculty members at 156 colleges, and of obtaining responses, which resulted in an 84 percent response rate; (2) a copy of the faculty survey instrument, and a description of how it was developed and how responses were assessed; (3) the tabulated responses of the humanities faculty; (4) interpretations of the responses to the survey and further findings; and (5) a review of the various methods used to disseminate the information collected. (DC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED121538

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

I. OVERVIEW

Arthur M. Cohen Florence B. Brawer

Under a grant from the National Endowment for the Humanities, the Center for the Study of Community Colleges compiled, analyzed, and disseminated a sizeable amount of information about the faculty teaching humanities in two-year colleges nationwide. This is the introduction to a report of that project and an overview of the activities undertaken during the grant period, November 1, 1974 to January 31, 1976.

This Project is funded by a grant from the National Endowment for the Humanities, a Federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

March, 1976

OVERVIEW

Two-year colleges currently enroll more than thirty percent of all students in post-secondary education in America. This figure has steadily increased in recent years as the growth rate of these institutions has progressed at a pace greater than that of senior institutions. Nevertheless, at the risk of perpetuating a broad generality, it seems safe to say that except in a few small independently controlled institutions, the humanities are not widely emphasized in two-year colleges. While almost all colleges offer some humanities courses, there is only limited knowledge, a dearth of gathered data, and practically no conceptualization of the relationships between two-year colleges and humanities curricula.

A major problem of the humanities in two-year colleges is that boards of trustees, administrators and state-level planners see a plethora of roles for these institutions. The perpetuation and diffusion of the humanities typically occupies a priority status far below that of career education, remedial studies, adult basic education and student guidance. These perceptions influence legislation, policy decisions, college planning and budgeting and, not least, the patterns of curriculum and staffing.

If the humanities are to play an important role in two-year colleges, then the people involved must be aware of existing situations. They must recognize the impact of humanities education on students enrolled in all types of courses, and must base their awareness upon a knowledge of existent data. Indeed, the prerequisite for any serious innovation in humanities

education is some sort of coherent understanding of the literature, existing programs and related critical issues. Unfortunately, the literature that does exist concerning two-year college students, staffs and curricula is usually embedded within broader studies of higher education. The parochialism of this literature also deters it from being applicable to the national scene. Few documents that speak directly to the topic can be found and accordingly, program planning and funding patterns are fragmented.

As a way of coping with these problems the Center for the Study of Community Colleges began a multi-phased project under sponsorship of the National Endowment for the Humanities in 1974. The project began with an intensive literature review and selection of certain critical units for initial analysis (June 1, 1974 to October 31, 1974). During the second phase of the project (November 1, 1974 to January 31, 1976), three monographs detailing the Phase I literature were published, a survey of the faculty teaching humanities in two-year colleges nationwide was conducted, the data from the faculty survey were tabulated and analyzed, and certain dissemination activities were undertaken. As a result of the work done in both phases we now know much about the faculty--where they come from, what they want and need, their orientation towards their work, their values, and their attitudes. This is an overview of the first two phases and an introduction to the final report for Phase II.

Phase I Synopsis

An intensive study of the literature was made by reviewing all pertinent documents. Materials were identified by scanning 38 sets of

bibliographic indexes for publications of the past ten years, using the heads of 77 professional associations and 50 institutional organizations for studies they might have made, and by utilizing the assistance and inter-library loan service of the WSU University Library. Approximately 600 documents were located and abstracted. Here then 100 of these were reviewed carefully, their information is summarized here and incorporated in the conclusions reached.

The literature review revealed much information on some aspects of community college education in two-year colleges, very little on others. We found reasonably useful and/or consistent information on certain characteristics and demographic variables of the two-year college faculty group as a whole (and broken down by teaching field).

Based on ten studies done between 1963 and 1973, the percentages of community college faculty at each degree level were approximately as follows: 10 to 20 Ph.D., 650 to 800 Masters, 100 to 270 Bachelors. These percentages also appeared to be consistent for Humanities faculty in the sub-fields of English and music.

Data related to the training and prior experience of two-year college faculty showed that the majority of those involved in teaching the "college parallel" courses had received their training in the traditional Master's programs of the senior institutions and their prior experience in the public secondary schools. In-service professional development programs and MAT/MAIT programs, which provided another source of training, were not widespread, but their numbers were increasing. Most community college instructors of vocational/occupational/career courses had gained their

[illegible] and prior experience in the world of business and industry.

Colleges [illegible] revealed that the two-year college instructor [illegible] not as active in [illegible] research.

In terms of class-hours taught, most documents concerned that the community college instructor believed to be overworked. The average number of class hours taught by each instructor in the two-year college was 15 to 17 hours per week, compared to an average of 9 to 12 hours per week in four-year institutions.

We also discovered a [illegible] salaries discrimination against male more attention to the community college than others. Higher-ups heavily represented and courses such as math, foreign languages, art, and history were [illegible]. But the community college offered more than one course in [illegible], criminology, political science, and writing, and most offered no courses in ethics, economics, [illegible], or linguistics.

We found more information on some areas and subfields than on others. Specifically, we found much more information on characteristics of two-year college faculty members of English and much less on the faculty of all other fields combined. We also found more information on access to curriculum and preparation of [illegible] in English and much less on such issues in other fields.

Sensors capsys [illegible] to collect and publish data on their two-year college faculty, students, and curriculum, and some did not. We located large data pools from the states of California, Illinois, Iowa, Hawaii, and Missouri, and practically no pertinent data from the other

Mr. Cohen reported on two different aspects of the findings to groups in the East. He discussed the issues related to faculty preparation, especially those having to do with the award of doctoral degrees, to 125 people at a New York State Doctor of Arts conference at New York University. And he reported on the implications of the findings for teaching the classics in community colleges to 40 people at the American Philological Association meeting in Washington D.C. Dissemination was further enhanced through a conference held in Los Angeles in January, 1976 where, in addition to reports on the study findings delivered by Mr. Cohen and Ms. Brawer, the 150 two-year college instructors and administrators heard reports about developments in the humanities at several colleges in California and elsewhere. Copies of the literature reviews were also distributed at the meeting.

Several papers have been written reporting the Phase II findings. A chapter entitled, "The Humanities Faculty: A Review," authored by Cohen and Brawer appeared in Merging the Humanities, a book in the New Directions for Community Colleges series, in Winter, 1975. An article entitled "Maximizing Responses to a Nationwide Faculty Survey" by Mr. Cohen has been accepted for publication in Research in Higher Education. Mr. Cohen and Ms. Brawer have also prepared an article on foreign language instructors for use in the ADFL Bulletin. Ms. Brawer prepared an article on the findings regarding political science instructors which will be printed and distributed by the American Political Science Association.

Further dissemination of the findings will take place during 1976. Already planned are speeches to the California Humanities Association meeting in March and to the Special Interest Group in Community College Research of

the American Educational Research Association, in April. Articles will be sent to other disciplinary and professional associations, newsletters and journals.

Phase III

The third phase of the project will include the convening of several groups of people influential in the field of two-year college education in order to allow them to review the faculty survey findings and to generate recommendations for policy to enhance humanities education in two-year colleges. These invitational seminars will be comprised of two-year college faculty and administrators, members of state level agencies and governing boards, representatives of the National Endowment for the Humanities, officials of philanthropic foundations, and professional association heads. A UCLA Graduate School of Education seminar will be held in the Spring for the purpose of running further cross-tabulations on the data. The recommendations and findings that emanate from the continuing analyses will be disseminated through numerous other vehicles. A further activity of Phase III will be the design of a study of curriculum and instruction in the humanities that will be conducted in 1977.

The Phase II report is divided into six sections: Overview; The Sample; The Faculty Survey Form; Responses to the Survey; Interpretations and Further Findings; and Dissemination.

Our thanks to Dr. Stanley Turesky, National Endowment for the Humanities Planning Officer, and to the other Endowment and Center staff members who assisted in the planning and execution of this project.

Arthur M. Cohen
Principal Investigator

Florence B. Brawer
Research Associate

REFERENCES

1. The Humanities in Two-Year Colleges: A Review of the Students. Center for the Study of Community Colleges and the ERIC Clearinghouse for Junior Colleges. Los Angeles. Spring, 1975. (ED 108 727).

2. The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction. Center for the Study of Community Colleges and the ERIC Clearinghouse for Junior Colleges. Los Angeles. Summer, 1975. (ED 110 119).

3. The Humanities in Two-Year Colleges: The Faculty in Review. Center for the Study of Community Colleges and the ERIC Clearinghouse for Junior Colleges. Los Angeles. Fall, 1975. (ED 111 469).

These monographs are available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210.

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

II: THE SAMPLE

Arthur M. Cohen Florence B. Brawer

The faculty survey procedures are described in this section. A random sample of faculty in a random sample of colleges was drawn. Using an on-campus facilitator an 84 percent response was obtained. The section also lists the pertinent data about the 156 colleges in the sample, including the percent of faculty respondents in each.

This Project is funded by a grant from the National Endowment for the Humanities, a Federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

March, 1976

THE SAMPLE

Study of community college faculty has been limited by the variation in types of institutions, the difficulty of obtaining an accurate faculty sample, and the poor response rate to large-scale surveys. Institutional variation demands that accurate information can be obtained only if surveys are addressed to a broad sample of colleges. The population of 1200 institutions includes private, liberal arts-related colleges of fewer than 100 students, new, public occupational and technical institutes, multicampus comprehensive colleges of more than 30,000 students, and several other types in the various geographic regions. Before drawing inferences about faculty in colleges nationwide, the researcher must take care to assess instructors in all types of institutions in proportion to their numbers in the population as a whole.

A representative sample of colleges can be drawn, but what of the faculty within them? Sending survey forms to a college in wholesale lots for distribution "to the faculty" is risky; the researcher never knows how or if they were distributed. And asking someone on the campus to "sample" a number of instructors is irresponsible, especially if the researcher needs a particular subgroup; the contact person may pick the first ten coming through the door. The researcher must undoubtedly address his questionnaires to specific instructors, but accurate faculty lists are not readily available because the colleges do not maintain faculty data uniformly. Even though the catalog typically provides names of full-time teaching faculty, it is usually out-of-date. More importantly, the part-time and adjunct faculty are usually

not listed at all. Frequently employed at the last minute, their names may not be available until the term is under way.

A third problem--the difficulty in obtaining responses to surveys of large populations--has been well-documented. A common--and very undesirable--practice is to mail out a huge number of questionnaires and accept a small proportion of returns. Numerous surveys reporting response rates as low as 20 to 30 percent are found in the literature. One can only speculate on the systematic biases among respondents in these samples.

We developed and tested a procedure for mitigating these problems for use in our study of the faculty teaching humanities in American two-year colleges. The objectives of our investigation required a study group representative of both full- and part-time faculty members in the humanities and a comparison group of nonhumanities faculty. A further requirement was that the group be large enough to permit cross-classification of information by several variables simultaneously. A mailed questionnaire was the only method feasible within budget, but we felt it essential that randomization be assured by following sound sampling principles and that reliability be maximized by obtaining a high rate of completed questionnaires.

We decided on a two-stage sample--a broad sample of colleges selected at random within certain strata and a random sample of the faculty within these colleges. The main stratification variables for the colleges would be type of control (public or private) and geographic locale because we felt these were the main institutional differences affecting the faculty. Secondary variables included college emphasis (comprehensive, technological, liberal arts), organization (multi- or single-campus district), size, and age.

In order to insure consistent definition of the population we decided to draw our own list of faculty members teaching humanities in these colleges. The National Endowment for the Humanities excludes its performing arts from its purview. Thus, we avoided names of people teaching courses in Music Literature/Appreciation/History, but not those who taught performing music exclusively. Similarly we avoided teachers in Art History and Appreciation, but not in Drawing, Sculpture, or Design. Theatre History and Appreciation were in; Stagecraft and Drama were not. Literature was in; Reading and Composition were not. We also needed an on-campus facilitator to send necessary materials to or and to distribute and retrieve the questionnaires so that we would not be faced with the typical low response rate attached to individually mailed surveys.

Several pilot tests were conducted to determine the feasibility of the methodology, the types of letters that should be addressed, the patterns of interaction with the facilitators, and the responses we could anticipate. In one pilot test we sent the questionnaire to 30 faculty members selected at random from rosters in eight college catalogs. This procedure, including one follow-up letter, yielded a predictably low return rate of 31 percent.

Five additional pilot procedures were tried, each addressed to eight different colleges. Three of the pilots used different types of letters addressed to the president of the college, one was addressed to the dean of instruction, and in one we made a personal contact through phone or letter naming a mutual acquaintance. That is, in this latter procedure, we identified a person whom we knew and who also knew the

[illegible] and she could be asked to undertake the program.

The other basic hypothesis that the [illegible] is the basic activity [illegible] person. The highest [illegible] is performance was observed from the [illegible] of instruction, but even as it flowed through until the [illegible] that of the administrators through the deans, the lowest value of returns was recorded. In the [illegible] as each through the [illegible], only approximately half of them agreed to have their colleges participate, but when they did, from 80 to 90 percent of the faculty returned the questionnaires. The lowest type of return to this procedure was the per- to which the proposed [illegible] were [illegible] through [illegible]. Nevertheless the [illegible] did reveal that as [illegible] a high individual response rate through the use of an on-campus facilitator and that one-half of some of the colleges [illegible] participate.

The next step was to determine the size of the sample. The [illegible] sample [illegible] returns. Previous research had indicated that approximately 30 percent of the full-time instructors in two-year colleges issue to the [illegible]. We had no information on the [illegible], but we [illegible] a conservatively [illegible] sample. Anticipating 30 to 35 percent response, therefore, we needed to send out between 1,700 and 1,870 [illegible]. We [illegible] a large enough sample of colleges [illegible] to maximize the [illegible] by type of college across [illegible].

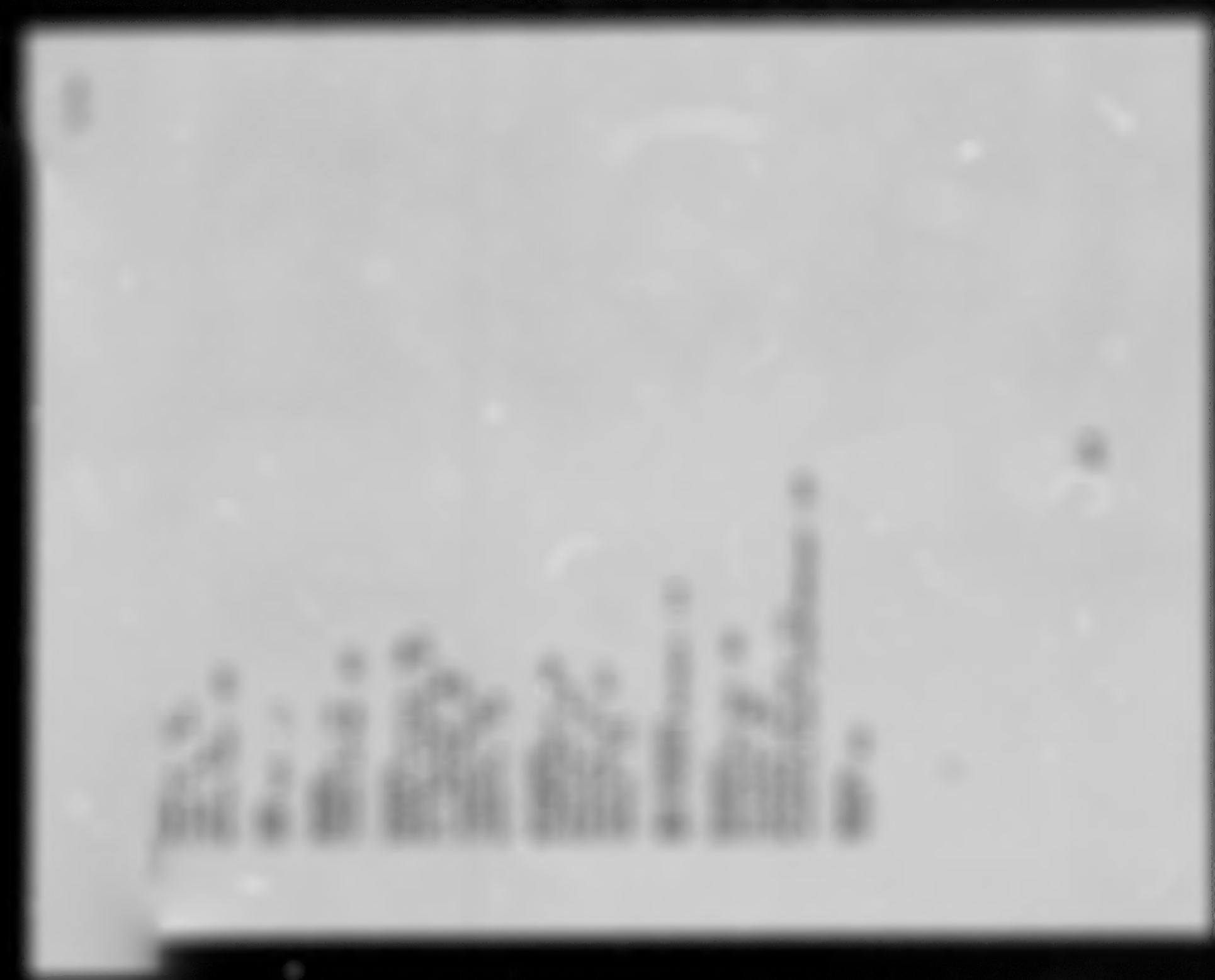
The final steps in developing the sample of colleges [illegible] of drawing names from the [illegible] Directory and [illegible] Directory. Approximately 50% about 30 percent of the [illegible] were [illegible] to not respond to survey [illegible], we decided to [illegible] 300 colleges initially. The 1,800 colleges in the [illegible] were arranged [illegible] by the 50 states. [illegible] by type of control and

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]



FULL-TIME/PART-TIME FACULTY

Full-time faculty: Those teaching three or more classes, Spring 1975.

Part-time faculty: Those teaching fewer than three classes, Spring 1975.

Sample: 1/2 the full-time humanities, 1/2 the part-time humanities faculty, and 1/3 this number from the non-humanities dept. chairpersons.

Total: those sent at presumed delivered.

COLLEGE	FULL-TIME FACULTY			PART-TIME FACULTY			SAMPLE		
	total	humn.	percent	total	humn.	percent	total	returned	percent
Austin CC (Minn)	45	15	33.3%	14	0	0%	11	11	100%
Bay Path CC (Mass)	22	9	40.	10	2	20.	7	7	100
Brevard (Fla)	196	34	17.4	50	12	24.	25	25	100
Central Virginia (Va)	67	11	16.4	28	1	3.	8	8	100
Chowan (NC)	67	21	31.	0	0	0.	15	15	100
Citrus (Ca)	126	19	15.	231	23	10.	27	23	85.
Clinton (Iowa)	17	4	23.5	8	2	25.	4	3	75.
Itawamba (Miss)	43	14	32.5	0	0	0	9	9	100.
Jackson State (Tenn)	57	15	26.3	0	0	0	11	11	100.
James Faulkner (Ala)	35	9	25.7	54	14	25.9	16	16	100.
Jefferson Davis (Miss)	63	14	22.2	16	2	12.5	10	10	100.
Metropolitan Tech (Nco)	45	3	6.6	22	1	4.5	4	4	100.
Middle Georgia (Ga)	98	25	25.5	0	0	0.	17	17	100.
Mitchell (Conn)	26	5	23.	13	2	15.4	6	6	100.
Monroe County (Mich)	41	12	29.	2	1	50.	9	9	100.

COLLEGE	FULL-TIME FACULTY			PART-TIME FACULTY			SAMPLE		
	total	humn.	percent	total	humn.	percent	total	returned	percent
Morgan (Colo)	18	2	11.0%	47	4	8.5%	5	4	80.
No. Virginia (Va.)	116	32	27.5	5	0	0	21	21	100.
Saddleback (Ca)	84	21	25.	247	50	20.2	47	47	100.
Ohio U: Portsmouth (Oh)	18	6	33.3	1	0	0	4	4	100.
Southeast (Ken)	23	7	30.4	22	2	9.	7	6	85.7
St. Paul's (Mo)	23	7	30.4	0	0	0	6	6	100.
St. Gregory's (Okla)	30	12	40.	3	0	0	8	8	100.
Vermont Col (Ver)	37	11	29.7	0	0	0	8	8	100.
UCS:Sheboygan (Wi)	24	6	25.	8	4	50.	7	7	100.
Halifax Cty Tech (NC)	20	5	25.	4	0	0	4	4	100.
Wood	17	7	41.1	3	1	33.3	5	5	100.
Mt. San Jacinto (Ca)	32	8	25.	23	2	8.6	7	7	100.
Western Texas (Tx)	46	14	30.4	8	2	25.	11	10	90.
Southwest Mississippi(Mi)	30	6	20.	2	1	50.	6	6	100.
NH Voc/Tech: Claremont(NH)	22	3	13.6	0	0	0	3	3	100.
Hudson Valley (NY)	271	27	10.	81	0	0	19	19	100.
St. Petersburg (Fla)	300	51	17.	70	9	12.8	39	39	100.
Roxbury (Mass)	30	15	50.	6	2	33.3	12	6	50.
Quinebaug Valley (Ct)	9	2	22.	27	7	25.9	7	6	85.7
Suomi Col (Mich)	13	6	46.1	15	5	33.3	8	8	100.
Mt. Olive (NC)	26	11	42.3	3	0	0	8	8	100.
Col of the Desert (Ca)	91	23	25.2	212	23	10.8	32	32	100.

COLLEGE	FULL-TIME FACULTY			PART-TIME FACULTY			SAMPLE		
	total	humn.	percent	total	humn.	percent	total	returned	percent
Kauai (Ha)	28	8	27.9	18	2	11.1	7	7	100.
Harcum (Pa)	30	9	30.	9	0	0	7	7	100.
Wake Tech (NC)	108	5	4.6	17	0	0	4	4	100.
Angelina (Tx)	68	14	20.5	2	0	0	9	9	100.
No. Oklahoma (Ok)	56	10	17.8	14	1	7.1	8	8	100.
Treasure Valley (Ore)	55	11	20.	28	2	7.1	9	7	77.7
U of NM: Gallup (NM)	5	3	60.	17	4	23.5	5	5	100.
Central (Ks)	18	5	27.7	6	0	0	4	4	100.
Delaware Cty (Pa)	75	23	30.6	60	9	15.	21	13	61.9
U of Minn: Waseca (Minn)	47	2	4.2	6	0	0	3	3	100.
Col of San Mateo (Ca)	309	69	22.3	212	17	8.	57	44	77.1
Southeastern (Iowa)	21	7	33.3	?	0	0	5	4	80.
Casper (Wyo)	110	14	12.7	53	3	5.6	12	12	100.
Middlesex (Ct)	45	14	31.1	33	3	10.	12	7	58.3
Lamar (Tx)	11	4	36.3	13	3	23.	5	5	100.
Santa Rosa (Ca)	155	49	31.6	66	41	62.1	57	48	84.7
Tidewater (Va)	239	47	19.6	201	5	2.	36	35	97.2
Iowa Lakes (Iowa)	99	12	11.9	65	4	6.1	11	11	100.
American River (Ca)	290	71	24.4	242	12	4.9	54	41	75.9
Lincoln Land (Ill)	108	28	25.9	105	2	1.9	20	20	100.
Lorain (Ohio)	85	13	15.2	27	0	0	9	8	88.8

COLLEGE	FULL-TIME FACULTY			PART-TIME FACULTY			SAMPLE		
	total	humn.	percent	total	humn.	percent	total	returned	percent
Waubonsee (Ill)	72	12	16.6	172	13	7.5	16	15	93.7
Barton (Ks)	48	10	20.8	18	1	5.	8	7	87.5
District One Tech (Wisc)	95	3	3.1	45	0	0	3	3	100.
North Country (NY)	36	5	13.8	6	1	16.6	6	6	100.
JS Reynolds (Va)	122	17	13.9	329	19	5.7	24	18	75.
Harriman (NY)	9	3	33.3	33	9	27.9	7	5	71.4
Howard (Md)	33	4	12.1	36	4	12.	5	5	100.
Mt. Wachusett (Ma)	59	14	23.7	42	4	9.5	12	12	100.
No. Hennepin (Minn)	94	20	21.2	3	0	0	13	13	100.
Palm Beach (Fla)	225	44	19.5	108	11	10.1	36	36	100.
Lurleen Wallace (Ala)	21	10	47.6	23	4	17.3	9	9	100.
Cooke Cty (Tx)	54	14	25.9	41	0	0	9	9	100.
U of SC: Lancaster (SC)	22	13	59.	23	4	17.3	12	8	75.
Presentation (SD)	16	6	37.5	10	0	0	4	4	100.
Greater Hartford (Ct)	39	22	56.4	23	4	17.3	17	12	70.5
Edgecombe Tech (NC)	29	0	0	51	2	3.9	2	2	100.
DeAnza (Ca)	242	39	16.1	505	74	14.6	72	37	51.3
NE Christian (Pa)	8	4	50.	18	6	33.3	6	6	100.
South Seattle (Wa)	31	3	9.6	32	5	15.6	7	7	100.
Mt. St. Clare (Iowa)	11	5	45.4	16	6	37.5	8	8	100.

COLLEGE	FULL-TIME FACULTY			PART-TIME FACULTY			SAMPLE		
	total	hum.	percent	total	hum.	percent	total	returned	percent
Belmont Tech (Ohio)	24	0	0	14	4	28.5	3	3	100.
CC of Allegheny Cty (Pa)	77	27	35.	112	12	10.7	27	12	44.4
Coastal Carolina (NC)	65	7	10.7	13	4	30.7	8	7	87.5
Lenoir (NC)	36	11	30.5	63	2	3.1	8	5	62.5
Fox Valley Tech (Wisc)	12	3	25.	0	0	0	3	3	100.
Greenville Tech (SC)	154	8	5.1	212	6	2.8	10	10	100.
Mary Holmes (Miss)	19	6	31.5	7	1	14.2	3	3	100.
Humphrey's (Ca)	0	0	0	27	3	11.1	4	3	75.
Martin (Tenn)	28	8	28.5	1	1	100.	6	6	100.
Ohio U: Belmont (Ohio)	21	8	38.	0	0	0	5	5	100.
Lassen (Ca)	41	9	21.9	139	19	13.6	19	13	68.4
Mendocino (Ca)	29	8	27.5	113	15	13.2	16	9	56.2
Cecil (Md)	18	7	38.8	1	0	0	5	3	60.
Columbia Basin (Wa)	92	16	17.3	89	8	8.9	16	14	87.5
Hartnell (Ca)	49	23	46.9	95	23	24.2	30	28	93.3
Clark Cty (Nev)	52	8	15.3	134	0	0	5	2	40.
Mt. Hood (Ore)	157	26	16.6	265	30	11.4	35	34	97.1
Valencia (Fla)	133	30	22.5	153	19	12.4	34	30	88.2
Indian River (Fla)	57	13	22.8	5	2	40.	9	9	100.
Northampton (Pa)	98	17	17.3	77	11	14.2	17	16	94.
San Diego Mesa (Ca)	99	63	63.	417	46	11.	74	53	71.6

COLLEGE	FULL-TIME FACULTY			PART-TIME FACULTY			SAMPLE		
	Total	Black	Percent	Total	Black	Percent	Total	Responding	Percent
Woodbury (Ma)	121	9	7.4	0	0	0	7	7	100.
Lakeshore/Sheboygan (Wis)	73	2	2.7	18	1	5.6	3	3	100.
Oakland/Auburn (Mich)	64	9	14.	66	0	0	7	6	85.7
Mohawk Valley (NY)	159	21	13.2	0	0	0	15	13	86.6
L.A. Pierce (Ca)	323	77	23.8	273	26	9.5	67	62	92.5
Fashion Tech (NY)	152	16	12.5	220	2	.9	14	13	92.8
Trenton (Mo)	19	5	26.4	0	0	0	6	6	100.
Atlantic (NJ)	116	17	14.6	84	2	2.3	14	6	35.5
Goldey Beacom (Del)	15	1	6.6	4	0	0	1	1	100.
Southern Seminary (Va)	20	7	35.	6	3	50.	6	6	100.
Sanville (Ill)	70	13	16.6	24	3	12.5	12	11	91.6
Utah Tech (Utah)	117	10	8.5	29	0	0	7	7	100.
White Pines (NH)	11	5	45.5	5	2	40.	6	6	100.
Chemeketa (Ore)	125	10	8.	34	22	64.7	10	15	70.0
Butte (Ca)	84	22	26.1	40	24	60.	31	25	80.6
Arkansas St/Beebe (Ark)	27	5	18.5	0	0	0	6	6	100.
Connors State (Okla)	27	9	33.3	11	1	9.	6	4	50.
Staten Island (NY)	352	66	14.0	240	28	10.	65	57	87.6
Leicester (Ma)	17	8	47.	6	1	16.6	7	6	87.3
Wheeling-W. Va. U. (WVa)	43	7	16.2	66	1	1.6	7	7	100.
Floyd (Ga)	39	9	23.	11	0	0	7	7	100.

College	Full-time faculty			Part-time faculty			Grads		
Pembrooke [Pem]	84	0	23.3	0	0	40.0	0	0	0.0%
U of Richmond/Augusta [Rm]	58	55	25.	20	14	42.1	21	17	45.0
Williamsburg Area Tech[Wtech]	1024	24	5.8	104	0	0	30	10	25.7
Aylesville [Av]	42	0	21.4	65	0	13.0	11	11	50%
Suffolk [Shvlt]	110	35	22.4	27	0	11.0	0	20	74.1
Va Statetown City [Vstw]	12	2	14.4	0	2	20.0	5	5	50%
Fresno City [Cw]	144	42	20.5	200	20	6.3	47	42	30.1
Kingsville [KC]	10	24	42.4	13	6	46.1	10	10	50%
U of Toledo [UT] [Rhtw]	47	6	8.8	14	1	7.1	0	2	50%
Hercobee [Hw]	20	6	20.4	10	3	14.0	0	0	50%
Flatlie [Rmh]	20	0	20.0	24	1	4%.	1	1	50%
Garland [Rw]	20	0	23.0	2	0	0	1	1	50%
Spokane [Sw]	132	0	0.0	14	0	0	11	11	50.0
Morrisbeen [Tm]	14	2	20.	7	4	57.1	1	0	0%
Chesapiarie [Pf]	20	7	27.3	14	3	18.7	0	0	50%
Keystown [Pw]	20	10	28.0	10	2	20.	0	0	50%
Greenfield [Rw]	10	12	27.1	14	1	10.0	12	12	50%
Central MCA [Cfl]	40	21	27.3	100	20	16.7	21	20	49.0
Williamsburg Tech: Kent [Wvt]	20	0	0	30	7	0.0	3	3	50%
Middletown City [Mc]	270	27	0.0	170	20	10.1	10	27	70.0
Southwest [Cfl]	102	24	20.3	13	1	7.0	24	19	44.1

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[redacted]

the humanities other than through your teaching?" and "How many courses do you think students in two-year occupational programs should be required to take?"

Satisfaction (S; Maximum Score = 40) This is a heavily weighted group not only because we believe it represents basic personality characteristics, but also because it portends ways in which colleges might become happier places in which to function. While we recognize that it is difficult to attempt to isolate the basic orientations of satisfaction or dissatisfaction with life, we attempt to gain insight into such direct issues as relations with significant others, student behavior, and job security. Questions here ask for degree of agreement, for example, with such statements as "Satisfactory opportunities for in-service training are not available at this college" and "If I had a chance to retrace my steps, I would not choose an academic life."

Functional Potential (FP; Maximum Score = 30) Functional Potential is a hypothetical construct that is built upon psychodynamic principles of human functioning. Built on the constructs of development, maturity, and ego strength, this group is comprised of six fundamental traits: Relatedness/Aloofness, Identity/Amorphism, Flexibility/Rigidity, Independence/Dependence, Progression/Regression, and Delay of Satisfaction/Impulse Expression. We assess the amount of Functional Potential that the respondents possess by specifically including such statements as, "Teaching effectiveness should be the primary basis for faculty

promotion" and "I believe that if I work hard, things will work out for me."

Scoring

The categories and constructs listed above provide the basis for assessing responses to the faculty survey. In some cases, they become the independent variable, in others, the dependent variable. In any case, these responses provide rather full profiles of the 1998 subjects who were included in our sample of two-year college humanities instructors and department chairmen.

Following is a copy of the Faculty Survey as it was printed and distributed. Then follows a listing of the items included in each category and construct.

CENTER FOR THE STUDY OF COMMUNITY COLLEGES

Your college is participating in a national study conducted by the Center for the Study of Community Colleges under a grant from the National Endowment for the Humanities. The study is concerned with the role of the humanities in two-year colleges – how they are taught by faculty, understood by students, and supported by administrators.

The survey asks a variety of questions concerning your background, experiences, and attitudes. All information is treated as confidential and at no time will your answers be singled out. Our concern is with aggregate views as discerned in a nationwide sample.

We recognize that some of the survey items cannot readily be answered "Yes" or "No." However, please respond according to your own best judgment. We recognize also that the survey is time-consuming and we appreciate your taking time to complete it.

Thanks very much for your efforts.

11-1

1. What is your present principal teaching field? _____ 12-13

2. Your department or division of teaching appointment? _____ 14-15

3. Were you ever a student in a community/junior college? YES ☐ 1 NO ☐ 2 16

4. At what type of school did you receive your degrees and/or certificate? (Please indicate for each degree held the type of school and the year in which it was obtained.)

	ASSOCIATE DEGREE	TECHNICAL CERTIFICATE	BACHELORS DEGREE	MASTERS DEGREE	DOCTORAL DEGREE
	17	18	19	20	21
TECHNICAL INSTITUTE	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1
JUNIOR/COMM. COLLEGE	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2
PUBLIC FOUR-YEAR COLLEGE OR UNIVERSITY	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3
DENOMINATIONAL COLLEGE OR UNIVERSITY	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4
PRIVATE, NON-SECTARIAN COLLEGE OR UNIVERSITY	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5
OTHER (Specify)	_____	_____	_____	_____	_____
YEAR OBTAINED	_____ year 22-23	_____ year 24-25	_____ year 26-27	_____ year 28-29	_____ year 30-31

5. Your graduate major (or majors) ? _____ 32-33

6. Major of highest graduate degree now held? _____ 34-35

7. Toward what kind of degree are you currently working?

ASSOCIATE DEGREE	☐ 1	BACHELORS	☐ 3	DOCTORAL DEGREE	☐ 5	36
TECHNICAL CERTIFICATE	☐ 2	MASTERS	☐ 4	NONE	☐ 6	

8. Your sex: MALE ☐ 1 FEMALE ☐ 2 37

9. Year of birth _____ 38-39

10. Are you:

WHITE/CAUCASIAN	☐ 1	MEXICAN-AMERICAN/CHICANO	☐ 5
BLACK/NEGRO/AFRO-AMERICAN	☐ 2	PUERTO RICAN-AMERICAN	☐ 6
AMERICAN INDIAN	☐ 3	OTHER	☐ 7
ORIENTAL	☐ 4		

40

11. About how many books were there in the home in which you were raised?

1 - 10 ☐ 1 11 - 25 ☐ 2 26 - 100 ☐ 3 101 - 200 ☐ 4 OVER 200 ☐ 5 41

	NONE	LESS THAN ONE YEAR	1-2 YRS.	3-4 YRS.	5-10 YRS.	11-20 YRS.	OVER 20 YRS	
12. How many years were you an instructor or an administrator								
... in a secondary school?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	42
... in a four-year college or university (beyond the level of teaching or research assistant?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	43
...								
13. Within any two-year college how many years have you been								
... a faculty member?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	44
... a department or division chairperson?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	45
... the director of a special program (e.g. Remedial Studies, Ethnic Studies)?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	46
... an administrator (e.g. Dean, President)?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	47

14. Are you currently the chairperson of your division or department? YES ☐ 1 NO ☐ 2 (If you are chairperson of your division or department, please answer questions below otherwise skip to Question 15 on next page.) 48

a. Have you employed people with doctorate degrees as instructors in your department or division? YES ☐ 1 NO ☐ 2 49

b. Has there been pressure from other administrators and/or from the faculty ...

TO HIRE PEOPLE WITH A DOCTORATE ☐ 1 50
NOT TO HIRE PEOPLE WITH A DOCTORATE ☐ 2
NO PRESSURE EITHER WAY ☐ 3

c. In the future do you plan to hire instructors who hold a doctoral degree? YES ☐ 1 NO ☐ 2 51

d. Why? 52-53

e. What has been your experience with instructors holding a doctorate? (Please describe) 54-55

		NONE OR LESS THAN ONE YEAR	1-2 YRS.	3-4 YRS.	5-10 YRS.	11-20 YRS.	OVER 20 YRS.	
15.	How many years have you worked in your current institution?	☐1	☐2	☐3	☐4	☐5	☐6	66

16. How many class hours a week are you teaching this term _____ HOURS A WEEK 67-68

17. Are you considered to be a full-time faculty member? YES ☐1 NO ☐2 69

18.a Are you currently employed in a job in addition to your position at this college? YES ☐1 NO ☐2 70

(If "yes"): b. How many hours per week?

1-10 ☐1 11-20 ☐2 21-30 ☐3 31-40 ☐4 MORE THAN 40 ☐5 71

19. How would you rate each of the following

		EXCELLENT	GOOD	FAIR	POOR	
a.	Your salary	☐1	☐2	☐3	☐4	72
b.	Relations with colleagues	☐1	☐2	☐3	☐4	73
c.	Relations with students	☐1	☐2	☐3	☐4	74
d.	Relations with administrators	☐1	☐2	☐3	☐4	75
e.	Relations with family and friends	☐1	☐2	☐3	☐4	76
f.	Job security	☐1	☐2	☐3	☐4	77
g.	Opportunities to be creative	☐1	☐2	☐3	☐4	78
h.	Feelings about living up to your greatest potential	☐1	☐2	☐3	☐4	79
i.	Your degree of autonomy	☐1	☐2	☐3	☐4	80
j.	Freedom to choose textbooks, programs and media in your area	☐1	☐2	☐3	☐4	81
k.	Your students' enthusiasm for learning	☐1	☐2	☐3	☐4	82
l.	Your working environment in general	☐1	☐2	☐3	☐4	83
m.	Your life in general	☐1	☐2	☐3	☐4	84

35. Please respond to the following questions by marking the appropriate space

		YES	NO	
a.	Were you ever a teaching assistant in a four-year college or university?	☐	☐	a
b.	Did you ever do a student teaching assignment in a two-year college?	☐	☐	b
c.	Have you ever received a formal award for outstanding teaching?	☐	☐	c
d.	Have you taught courses jointly with faculty members outside your department?	☐	☐	d
e.	Have you ever had an article published in a journal in your field?	☐	☐	e
f.	In the past three years did you go off campus to attend a conference or symposium related to teaching?	☐	☐	f
g.	Do you use a syllabus for teaching your courses?	☐	☐	g
h.	Have you ever been a grant consultant?	☐	☐	h
i.	Have you revised your syllabus and/or teaching objectives in the past three years?	☐	☐	i
j.	Do you sometimes run an item analysis on a test that you give your students?	☐	☐	j
k.	Do you usually distribute sets of written measurable objectives to your students?	☐	☐	k
l.	Have you authored or co-authored a published book?	☐	☐	l
m.	Have you ever applied to an outside agency for a research grant to study a problem in your field?	☐	☐	m
n.	Have you ever prepared a replicable or multi-media instructional program for use in your classes?	☐	☐	n
o.	Do you normally submit written evidence of student learning other than grade marked to your dean or department head?	☐	☐	o
p.	Since you have been teaching have you ever received a stipend or grant from ...			
	...your own college (e.g. faculty fellowship)?	☐	☐	p
	...a private foundation (e.g. Ford, Danforth), or a professional association?	☐	☐	q
	...state or federal government agency (e.g. National Endowment for the Humanities)?	☐	☐	r

21. How would you rate the following as sources of advice or training?

	Very useful	Useful	Not useful	
Department Chairperson	☐1	☐2	☐3	a.
University Professors	☐1	☐2	☐3	b.
Colleagues	☐1	☐2	☐3	c.
High School Teachers	☐1	☐2	☐3	d.
Students	☐1	☐2	☐3	e.
Administrators	☐1	☐2	☐3	f.
Professional Journals	☐1	☐2	☐3	g.
Programs of Professional Organizations	☐1	☐2	☐3	h.

22. Which professional journals or periodicals do you subscribe to and/or read regularly or occasionally? (List below and indicate which ones you subscribe to, which ones you read regularly, and which ones you read occasionally.)

	Subscribe to	Read regularly	Read occasionally
_____	☐1	☐1	☐1
_____	☐2	☐2	☐2
_____	☐3	☐3	☐3
_____	☐4	☐4	☐4
_____	☐5	☐5	☐5
_____	☐6	☐6	☐6
_____	☐7	☐7	☐7

23. If you had the choice in the matter, how much time would you give to the following?

	Spend much more time	Spend about the same time	Spend much less time	
Classroom instruction	☐1	☐2	☐3	a.
Your own graduate education	☐1	☐2	☐3	b.
Research or professional writing	☐1	☐2	☐3	c.
Administrative activities	☐1	☐2	☐3	d.
Professional association work	☐1	☐2	☐3	e.
Community service	☐1	☐2	☐3	f.
Personal affairs	☐1	☐2	☐3	g.
Student supervision outside class	☐1	☐2	☐3	h.
Conferring with colleagues	☐1	☐2	☐3	i.
Reading student papers or tests	☐1	☐2	☐3	j.
Planning instruction	☐1	☐2	☐3	k.
Preparing reports or lectures outside of class	☐1	☐2	☐3	l.

24. On your most recent working day, how many hours did you spend on

a. Classroom instruction	_____	hrs. (24a)
b. Your own graduate education	_____	hrs. (24b)
c. Research or professional writing	_____	hrs. (24c)
d. Administrative activities (including committee work)	_____	hrs. (24d)
e. Professional association work	_____	hrs. (24e)
f. Community service	_____	hrs. (24f)
g. Personal affairs	_____	hrs. (24g)
h. Student supervision outside class	_____	hrs. (24h)
i. Informal interaction with colleagues	_____	hrs. (24i)
j. Reading student papers or tests	_____	hrs. (24j)
k. Planning instruction	_____	hrs. (24k)

(24 k)

25a. Would you like to take more graduate courses in the next five years?

Yes ☐1 No, I have taken all I can or care to ☐2 (25)

(If "Yes")

25b. Which one of the following most applies to you? (CHECK ONE)

I prefer to do graduate work in this area ☐1

I am a Ph.D. candidate ☐2

I am a master's candidate ☐3

I am a specialist ☐4

I prefer to do graduate work somewhere else ☐5

I am undecided ☐6

26. If you had a free evening, what would you do with it?

(26)

27. What kind of training would you like to have? (Please use a letter to begin and end each)

(27)

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

CATEGORY: Demographic (11 items)

1. What is your present principal teaching field? _____

2. Your department or division of teaching appointment? _____

3. Were you ever a student in a community/junior college? YES ☐ NO ☐

4. At what type of school did you receive your degrees and/or certificate? (Please indicate for each degree held the type of school and the year in which it was obtained.)

	ASSOCIATE DEGREE	TECHNICAL CERTIFICATE	BACHELORS DEGREE	MASTERS DEGREE	DOCTORAL DEGREE
TECHNICAL INSTITUTE	☐	☐	☐	☐	☐
JUNIOR/COMM. COLLEGE	☐	☐	☐	☐	☐
PUBLIC FOUR-YEAR COLLEGE OR UNIVERSITY	☐	☐	☐	☐	☐
DENOMINATIONAL COLLEGE OR UNIVERSITY	☐	☐	☐	☐	☐
PRIVATE, NON-SECTARIAN COLLEGE OR UNIVERSITY	☐	☐	☐	☐	☐
OTHER (Specify)	_____	_____	_____	_____	_____
YEAR OBTAINED	_____ year	_____ year	_____ year	_____ year	_____ year

5. Your graduate major (or majors) ? _____

6. Major of highest graduate degree now held? _____

7. Toward what kind of degree are you currently working?

ASSOCIATE DEGREE ☐ BACHELORS ☐ DOCTORAL DEGREE ☐
TECHNICAL CERTIFICATE ☐ MASTERS ☐ NONE ☐

8. Your sex: MALE ☐ FEMALE ☐

9. Year of birth _____

10. Are you:

WHITE/CAUCASIAN ☐ MEXICAN-AMERICAN/CHICANO ☐
BLACK/NEGRO/AFRO-AMERICAN ☐ PUERTO RICAN-AMERICAN ☐
AMERICAN INDIAN ☐ OTHER ☐
ORIENTAL ☐

11. About how many books were there in the home in which you were raised?

1 - 10 ☐ 11 - 25 ☐ 26 - 100 ☐ 101 - 200 ☐ OVER 200 ☐

CATEGORY: Experience in Profession (16 items)

	NONE	LESS THAN ONE YEAR	1-2 YRS.	3-4 YRS.	5-10 YRS.	11-20 YRS.	OVER 20 YRS
12. How many years were you an instructor or an administrator							
... in a secondary school?	☐	☐	☐	☐	☐	☐	☐
... in a four-year college or university (beyond the level of teaching or research assistant?	☐	☐	☐	☐	☐	☐	☐
...							
13. Within any two-year college how many years have you been							
... a faculty member?	☐	☐	☐	☐	☐	☐	☐
... a department or division chairperson?	☐	☐	☐	☐	☐	☐	☐
... the director of a special program (e.g. Remedial Studies, Ethnic Studies)?	☐	☐	☐	☐	☐	☐	☐
... an administrator (e.g. Dean, President)?	☐	☐	☐	☐	☐	☐	☐

14. Are you currently the chairperson of your division or department? YES ☐ NO ☐ (If you are chairperson of your division or department please answer questions below otherwise skip to Question 15 on next page.)

a. Have you employed people with doctorate degrees as instructors in your department or division? YES ☐ NO ☐

b. Has there been pressure from other administrators and/or from the faculty ...

TO HIRE PEOPLE WITH A DOCTORATE ☐
NOT TO HIRE PEOPLE WITH A DOCTORATE ☐
NO PRESSURE EITHER WAY ☐

c. In the future do you plan to hire instructors who hold a doctoral degree? YES ☐ NO ☐

e. What has been your experience with instructors holding a doctorate? (Please describe)

	NONE OR LESS THAN ONE YEAR	1-2 YRS.	3-4 YRS.	5-10 YRS.	11-20 YRS.	OVER 20 YRS.
15. How many years have you worked in your current institution?	☐	☐	☐	☐	☐	☐

16. How many class hours a week are you teaching this term _____ HOURS A WEEK

17. Are you considered to be a full-time faculty member? YES ☐ NO ☐

18.a Are you currently employed in a job in addition to your position at this college? YES ☐ NO ☐

(If "yes"): b. How many hours per week?

1-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ MORE THAN 40 ☐

EXPERIENCE WITH INSTRUCTORS HOLDING A DOCTORATE

1	Their performance is the same as other teachers
2	We have had no experience with them
3	Our experience shows them to be fine, excellent, or good teachers/better prepared teachers
4	They have good personal qualities (humility, nice, pleasant, sense of humor)
5	
6	They are good leaders; high professional qualifies
7	
8	
9	
0	
X	
Y	

1	They are too ambitious
2	Our experience is a negative one; they are too high thinking, consider themselves little gods
3	The- do not know how to teach; too subject-oriented
4	They seem unable to relate to us
5	
6	
7	
8	
9	
0	
X	All other
Y	DK/NA

CATEGORY: Values and Attitudes (25 items)

14. c. In the future do you plan to hire instructors who hold a doctoral degree?

d. Why?

36. How do you feel about the following?

	STRONGLY AGREE	SOMEWHAT AGREE	DON'T KNOW OR NO OPINION	SOMEWHAT DISAGREE	STRONGLY DISAGREE
b. This college should be actively engaged in community services					
h. Collective bargaining by faculty members has a definite place in a community college					
k. Career education and occupational training should be the major emphasis in today's community college					
y. Claims of discriminatory practices against women and minority students in higher education have been greatly exaggerated					
z. There should be preferential hiring for women and/or minority faculty at this institution					
dd. Students should not have representation on the governing boards of colleges and universities					

B. Below is a list of 18 values* arranged in alphabetical order. We are interested in finding out the relative importance of these values to you. Study the list carefully and pick out the one value which is the most important for you. Place a 1 on the blank line to the left of this value and cross it off your list. Look at the remaining 17 values, which is second most important for you? Place a 2 next to this value and cross it off your list. Look at the remaining 16 values and rank them in order of importance. The value which is least important should be ranked 18th.

_____ A COMFORTABLE LIFE (a prosperous life) (ACOM)

_____ EQUALITY (brotherhood, equal opportunity for all) (EQU)

_____ AN EXCITING LIFE (a stimulating, active life) (AEXC)

_____ FAMILY SECURITY (taking care of loved ones) (FAM)

_____ FREEDOM (independence, free choice) (FRE)

_____ HAPPINESS (contentedness) (HAP)

_____ INNER HARMONY (freedom from inner conflict) (INH)

_____ MATURE LOVE (sexual and spiritual intimacy) (MLO)

_____ NATIONAL SECURITY (protection from attack) (NSE)

_____ PLEASURE (an enjoyable, leisurely life) (PLE)

_____ SALVATION (saved, eternal life) (SAL)

_____ SELF-RESPECT (self-esteem) (SRE)

_____ A SENSE OF ACCOMPLISHMENT (lasting contribution) (SAC)

_____ SOCIAL RECOGNITION (respect, admiration) (SRC)

_____ TRUE FRIENDSHIP (close companionship) (TFR)

_____ WISDOM (a mature understanding of life) (WIS)

_____ A WORLD AT PEACE (free of war and conflict) (WPE)

_____ A WORLD OF BEAUTY (beauty of nature and the arts) (WBE)

*Rokeach Terminal Values Scale

[illegible]

They are usually the best qualified applicant

Our teachers are involved by the accounting dept. to help a borrower

If they are available, we hire them

They are more capable, knowledgeable, have more subject mastery

Knowledge; separate families

We hire the best person regardless of degree

They are too specialized to meet needs of banking college

They are not available

They want a salary that is too high

They are too research oriented/less interested in teaching

They do not have enough practical experience; no earlier practical experience

The degree is not necessary to teach in my dept.

All other

None

[illegible]

[illegible] — [illegible] (Maximum Score = [illegible])

1. [illegible]

[illegible]

[illegible]

[

41. [illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(a) [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(b) [illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
[illegible]	[illegible]	[illegible]		[illegible]	[illegible]

[illegible]

[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
[illegible]	[illegible]	[illegible]		[illegible]	[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Curriculum/Instruction

ITEM	CARD	COLUMN	ROW	SCORE
36s	3	69	1	1
			2	1
36t	3	70	1	2
			2	1
36w	3	73	4	2
			5	3
36hh	4	20	1	1
			2	1

Curriculum and Instruction

Humanities Sample (N=1493)
Range-- 1-36

High	≥ 25 (N=221)	Median	17.55
Medium	13-24 (1025)	Mean	18.27
Low	≤ 12 (247)	S.D.	5.95

Non-Humanities Sample (N=505)
Range-- 3-36

High	≥ 26 (N=83)	Median	19.44
Medium	14-25 (353)	Mean	19.84
Low	≤13 (69)	S.D.	5.72

CONSTRUCT: Research Orientation (Maximum Score = 30)

20. Please respond to the following questions by marking the appropriate space

		YES	NO
e.	Have you ever had an article published in a journal in your field?	2	
h.	Have you ever been a paid consultant?	2	
1.	Have you authored or co-authored a published book?	3	
m.	Have you ever applied to an outside agency for a research grant to study a problem in your field?	1	
p.	Since you have been teaching have you ever received a stipend or grant from . . .		
	. . . your own college (e.g. faculty fellowship)?	1	
	. . . a private foundation (e.g. Ford, Danforth), or a professional association?	3	
	. . . state or federal agency (e.g. National Endowment for the Humanities)?	3	

21. How would you rate the following as sources of advise on teaching?

	Quite useful	Somewhat Useful
Professional journals	2	1

22. Which professional journal or periodicals do you subscribe to and/or read regularly or occasionally? (List below and indicate which ones you subscribe to, which ones you read regularly, and which ones you read occasionally.)

Subscribe to,
Read regularly,
or
Read occasionally

. . . . . One or more Discipline-related Journals = 1

One or more Professional Journals = 1

23. If you had free choice in the matter, how much time would you give to the following?

	MORE THAN NOW	SAME AMOUNT	LESS THAN NOW
Research or professional writing	2		

24. On your most recent working day how many hours did you spend in:

c. Research or professional writing. . . . . .any # ≥ 1 hr. = 2

26. If you had a free summer, what would you do with it?

Do research. 2

Write for publication. 2

29. What has been your affiliation with professional organizations in the past three years?

	PRESENTED A PAPER
American Association of University Professors	
American Fed. of Teachers (or affiliate)	(1 mark = 2 2 or more = 3)
Nat'l. Education Assoc.(or affiliate)	
Other national or regional organizations in your subject area (e.g. American Historical Assoc., National Council of Teachers of English, American Council on Teaching of Foreign Lang.) (Pls. specify):_____	

Research Orientation

Print out as one group. Maximum score possible is 30.

ITEM	CARD	COLUMN	ROW	SCORE	
20c	2	16	1	2	
20h	2	19	1	2	
20i	2	23	1	3	
20m	2	24	1	1	
20p	2	27	1	1	
20p	2	28	1	3	
20p	2	29	1	3	
21	2	35	1 2	2 1	
22	2	30	any	1	
22	2	39	any	1	
23	2	43	1	2	
24c	2	57-58		2	Give a 2 score if 21 hour is indicat
26	3	14	3 8	2 2	
29	3	31-32	any row	1 mark = 2 2 or more = 3	

Research Orientation

Competitive Sample (N=1493)
Range-- 2-25

High	15-25	(N=223)	Median	9.02
Median	7-14	(N=956)	Mean	10.15
Low	2-6	(N=274)	S.D.	4.12

Non-Competitive Sample (N=105)
Range-- 3-25

High	15-25	(N= 17)	Median	9.02
Median	7-14	(N=335)	Mean	10.47
Low	3-6	(N= 73)	S.D.	4.14

CONTINUED: Concern for Students (Maximum Score = 36)

18. How would you rate each of the following:

	EXCELLENT	GOOD	FAIR	POOR
a. Relations with students	4	45	—	—
b. Your students' enthusiasm for learning	45	45	—	—

21. How would you rate the following as sources of advice on teaching?

	VERY USEFUL	SOMEWHAT USEFUL	NOT VERY USEFUL
Students	58	45	—

23. If you had a free choice in the matter, how much time would you give to the following?

	MORE THAN NOW	ABOUT THE AMOUNT	LESS THAN NOW
Student interaction outside class	45	45	—

24. In your most recent working day how many hours did you spend in:

a. Student interaction outside class . . . . . avg number 0 1 = 45

26. How do you feel about the following?

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
d. Teaching the humanities to students in occupational and remedial programs is different from teaching humanities to students	45	45	—	45
e. Faculty promotions should be based in part on formal student evaluations of their teachers	58	45	45	—
ee. Students should not have representation on the governing boards of colleges and universities	45	45	58	—
ff. The same humanities courses should be given to humanities & non-humanities students (e.g. occupational students, science majors)	45	3 1 45	—	45

(b) [illegible]

[illegible] Figure (a) Figure (c) the basic [illegible] that are [illegible] of structure to the [illegible] groups [illegible] [illegible] [illegible] [illegible] figure [illegible] Figure [illegible] [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible] (xx/xxx)
[illegible]

[illegible]	[illegible]	(xx/xx)	[illegible]	[illegible]	(x.x)
[illegible]	[illegible]	(x.x)	[illegible]	[illegible]	(x.x)
[illegible]	[illegible]	(xx)	[illegible]	[illegible]	(x.x)

[illegible] (xx/xxx)
[illegible]

[illegible]	[illegible]	(xx/x)	[illegible]	[illegible]	(x / x)
[illegible]	[illegible]	(x.x)	[illegible]	[illegible]	(x.x)
[illegible]	[illegible]	(xx)	[illegible]	[illegible]	(x.x)

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Attend classes, lectures, seminars . . . . . +1

Talk with peers and associates . . . . . +1

34. What changes in humanities instruction have taken place at your college in the past seven years?

Added or improved course offerings in humanities and fine arts (expanded program). . . . . +1

Integrated humanities into interdisciplinary courses (more interdisciplinary programs). . . . . .+1

More student interest courses; more courses students care about (make courses more relevant. . . . . +1

Improved/enlarged facilities and/or materials. . . . . .+1

More extra curricular courses; films; concerts, etc. . . .+1

35. What changes would you like to see effected?

Added or improved course offerings in humanities and fine arts (expanded program). . . . . +2

Integrated humanities into interdisciplinary courses (more intedisciplinary programs). . . . . +2

More student interest courses; more courses students care about (make courses more relevant). . . . . .+2

Improved/enlarged facilities and/or materials. . . . . .+2

More extra curricular courses; films, concerts, etc. . . .+2

More administrative support for humanities. . . . . +2

More student interest and respect for humanities (includes honors classes). . . . . +2

36. How do you feel about the following?

	STRONGLY AGREE	SOMEWHAT AGREE	DON'T KNOW OR NO OPINION	SOMEWHAT DISAGREE	STRONGLY DISAGREE
d. Teaching the humanities to students in occupational and remedial programs is different from teaching transfer students	—	+1	—	+1	—
ff. The same humanities courses should be given to humanities & non-humanities students (e.g., occup. students, sci. majors)		+1	—	+1	—

		STRONGLY AGREE	SOMEWHAT AGREE	DON'T KNOW OR NO OPINION	SOMEWHAT DISAGREE	STRONGLY DISAGREE
hh.	The humanities curriculum in my college should be modified	+2	+1	—	—	—
n.	Exciting developments are taking place in the humanities	+1	+1	—	—	—
o.	The humanities are being diminished in importance in the community college	+1	+1	—	—	—

Concern with Humanities

Print out as one group. Maximum score possible is 51.

ITEM	CARD	COLUMN	ROW	SCORE
30e	3	37	1	3
31	3	39	2	1
			3	1
			4	2
			5	2
			6	3
			7	3
32a	3	40	1	3
			2	1
32b	3	41	1	3
			2	1
32c	3	42	1	3
			2	1
32d	3	43	1	3
			2	1
32e	3	43	1	3
			2	1
33	3	45	2	1
			6	1
			7	1
33	3	46	2	1
			3	1
34	3	47	1	1
			3	1
			9	1
			Ø	1
			Y	1

Concern with Humanities

ITEM	CARD	COLUMN	ROW	SCORE
35	3	49	1	2
			3	2
			9	2
			0	2
			Y	2
35	3	50	8	2
			9	2
36d	3	54	2	1
			4	1
36n	3	64	1	1
			2	1
36o	3	65	1	1
			2	1
			4	1
			5	1
36ff	4	18	2	1
			4	1
36hh	4	20	1	2
			2	1

Concern with Humanities

Humanities Sample (N=1493)
Range-- 12-47

High	≥ 38	(N=214)	Median	30.79
Medium	26-37	(1014)	Mean	31.11
Low	≤ 25	(265)	S.D.	5.73

Non-Humanities Sample (N=505)
Range 11-44

High	≥ 36	(N=65)	Median	29.07
Medium	24-35	(362)	Mean	29.31
Low	≤ 23	(78)	S.D.	5.55

CONTRACT: Satisfaction
(Maximum score = 40, before standardization;
weighted as 100 to eliminate negatives;
with standardized score, maximum is 4)

19. How would you rate each of the following:	EXCELLENT	GOOD	FAIR	POOR
a. Your salary	+2	+1	-1	-2
b. Relations with colleagues	+2	+1	-1	-2
c. Relations with students	+2	+1	-1	-2
d. Relations with administrators	+2	+1	-1	-2
e. Relations with family and friends	+2	+1	-1	-2
f. Job security	+2	+1	-1	-2
g. Opportunities to be creative	+2	+1	-1	-2
h. Feelings about living up to your greatest potential	+2	+1	-1	-2
i. Your degree of autonomy	+2	+1	-1	-2
j. Freedom to choose textbooks, programs and media in your area	+2	+1	-1	-2
k. Your students' enthusiasm for learning	+2	+1	-1	-2
l. Your working environment in general	+2	+1	-1	-2
m. Your life in general	+2	+1	-1	-2

28. Five years from now (1980) you might be considering the following positions. How attractive do they appear to you at this time?

	VERY ATTRACTIVE	SOMEWHAT ATTRACTIVE	UN-ATTRACTIVE
f. Any position but this college	-2	—	+2
h. I would be doing what I'm doing now	+2	—	-2

30. How do you feel about the following?

	STRONGLY AGREE	SOMEWHAT AGREE	DON'T KNOW OR NO OPINION	SOMEWHAT DISAGREE	STRONGLY DISAGREE
a. Overall, this institution's administration is creative and effective.	+2	+1	—	-1	-2
e. I feel considerable personal strain in my commitments to different aspects of my job.	-2	-1	—	+1	+2

a. Satisfactory opportunities for in-service training are not available at this college.	[illegible]	[illegible]	—	[illegible]	[illegible]
s. The administration of my department is not very democratic.	[illegible]	[illegible]	—	[illegible]	[illegible]
ee. If I had a chance to retrace my steps, I would not choose an academic life.	[illegible]	[illegible]	—	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

(Circle)

Functional Potential

ITEM	CARD	COLUMN	ROW	SCORE
37	4	22	2,3, or 6	+1
37	4	23	2,3, or 6	+1
37	4	24	2,3, or 6	+1
37	4	25	2,3, or 6	+1
37	4	26	2,3, or 6	+1
37	4	27	2,3, or 6	+1

Functional Potential

Humanities Sample (N=1493)
Range-- 0-30

High	≥24 (N=151)	Medium	19.00
Medium	15-23(1174)	Mean	19.08
Low	≤14 (168)	S.D.	3.86

Non-Humanities Sample (N=505)
Range-- 6-29

High	≥24 (N=70)	Median	19.58
Medium	15-23(405)	Mean	19.94
Low	≤14 (30)	S.D.	3.42

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

IV. RESPONSES TO THE SURVEY

Arthur M. Cohen Florence B. Brawer

Following is a tabulation of the 1493 humanities instructors' responses to each item in the Faculty Survey. The figures show percent of the total group responding to each question except for the Values Scale (p. 17) where the median ranking accorded each value is listed.

This Project is funded by a grant from the National Endowment for the Humanities, a federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

March, 1976

1. What is your present principal teaching field?

Art	6.9%
Anthropology	2.8
Foreign Language	14.1
History	16.5
Law/Government	9.3
Lib. Arts/Humn. Theater	7.4
Literature	27.2
Music	6.0
Philosophy	4.7
Religious Studies	2.0
Social Studies/Cultural Geog/Ethnic Studies	3.1

3. Were you ever a student in a community/junior college?

Yes	25.1%
No	74.1
N/A	.7

4. At what type of school did you receive your degrees and/or certificate? (Please indicate for each degree held the type of school)

	ASSOCIATE DEGREE	TECHNICAL CERTIFICATE	BACHELORS DEGREE	MASTERS DEGREE	DOCTORAL DEGREE
TECHNICAL INSTITUTE	.3%	.3%	.1%	.3%	.0%
JUNIOR/COMMUNITY COLLEGE	11.7	.4	1.1	.8	.1
PUBLIC FOUR-YEAR COLLEGE OR UNIVERSITY	1.1	.7	55.3	54.5	6.1
DENOMINATIONAL COLLEGE OR UNIVERSITY	.6	.2	22.6	11.7	1.7
PRIVATE, NON-SECTARIAN COLLEGE OR UNIVERSITY	.6	.4	17.3	21.9	5.6
OTHER	.5	.4	.8	.7	.3

5./6. What was your graduate major(s)?

Agriculture/Forestry	[illegible]
Architecture/Drafting	[illegible]
Art	[illegible]
Anthropology	[illegible]
Business	[illegible]
Criminology	[illegible]
Education	[illegible]
Engineering	[illegible]
Foreign Language	[illegible]
Geography	[illegible]
Guidance/Counseling	[illegible]
Health	[illegible]
History	[illegible]
Industrial Arts	[illegible]
Law	[illegible]

Natural Arts	[illegible]
Life Sciences	[illegible]
Linguistics	[illegible]
Mathematics	[illegible]
Medicine	[illegible]
Music	[illegible]
Nursing	[illegible]
Philosophy	[illegible]
Physical Education	[illegible]
Physical Science	[illegible]
Political Science	[illegible]
Psychology	[illegible]
Religious Studies	[illegible]
Social Sciences	[illegible]
Speech/Drama	[illegible]
Other Specify: Social Work	[illegible]
Other Specify: [illegible]	[illegible]

1. [illegible] what kind of diagram are you currently working?

[illegible] diagram	[illegible]	[illegible] diagram	[illegible]
[illegible] diagram	[illegible]	[illegible] diagram	[illegible]
[illegible] diagram	[illegible]	none	[illegible]

2. Your turn: [illegible] [illegible]

3. Your turn:

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]:

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

5. [illegible] [illegible] [illegible]

[illegible]

23. If you had free choice in the matter, how much time would you give the following?

	MORE THAN NOW	THE SAME AMOUNT	LESS THAN NOW	N/A
Classroom instruction	28.7%	55.5	13.7	2.1
Your own graduate education	52.7	37.5	3.5	6.3
Research or professional writing	61.0	32.0	3.7	3.3
Administrative activities	8.4	48.6	36.9	6.1
Professional association work	16.5	65.0	13.2	5.3
Community service	30.7	61.0	5.3	3.0
Personal affairs	42.6	52.8	1.9	2.7
Student interaction outside class	48.9	47.4	1.5	2.1
Conferring with colleagues	41.4	53.4	2.9	2.3
Reading student papers or tests	13.1	66.9	17.6	2.4
Planning instruction	47.1	48.4	2.4	2.1
Presenting recitals or lectures outside of class	37.0	52.8	6.2	4.1

24. On your most recent working day how many hours did you spend in:

	0-1	1+	2+	3+	4+	5+	6+	7+	8+	9+	10+
a. Classroom instruction	4.3	5.0	12.6	39.0	18.8	10.4	5.1	1.7	1.3	0.6	1.2
b. Your own graduate education	81.1	7.4	5.4	3.5	0.9	0.7	0.5	0.1	0.1	--	0.3
c. Research or professional writing	73.1	10.6	9.6	3.2	1.7	0.9	0.3	0.1	0.1	0.1	0.4
d. Administrative activities (including committee work)	48.2	26.3	13.0	5.0	2.7	1.7	1.4	0.7	0.6	0.1	0.3
e. Professional association work	89.4	7.3	2.0	0.7	0.3	0.2	0.1	--	0.1	--	--
f. Community service	74.1	14.9	6.7	2.9	0.6	0.2	0.2	0.2	0.1	--	0.1
g. Personal affairs	32.3	16.3	20.1	12.3	7.8	4.0	2.5	0.8	1.7	0.3	1.9
h. Student interaction outside class	36.9	38.7	17.3	5.0	1.4	0.3	0.3	--	0.1	--	--
i. Informal interaction with colleagues	46.7	43.3	7.8	1.5	0.3	0.1	0.1	--	--	--	0.2
j. Reading student papers or tests	39.2	27.6	21.0	6.8	2.7	1.7	0.6	0.1	0.1	--	0.1
k. Planning instruction	27.5	35.4	25.2	7.5	2.4	1.0	0.7	--	0.1	--	0.1

25a. Would you like to take steps toward professional development in the next five years?

YES 85.9% NO, I'VE GONE AS FAR AS I CAN 12.9% N/A 1.2%

If "yes":

25b. Which of the following most appeals to you?

ENROLL IN COURSES IN A UNIV.	32.4%
PH.D. OR ED.D.	33.8
DOCTOR OF ARTS	6.7
MASTERS DEGREE	7.6
ENROLL IN IN-SERVICE COURSES AT YOUR COLLEGE	9.4
OTHER	20.0
N/A	.7

26. If you had a free summer, what would you do with it?

Travel	52.8%
Take classes/read/study	33.3
Recreation/rest	17.4
Write for publication	14.1
Do research	8.7
Work on advanced degree	8.2
Create/perform/ paint	7.6
Work as teacher/prepare classes	6.5
Attend professional workshops	1.7
Work at trade	1.3
All other	.2
N/A	3.9

27. What type of training would you seek before teaching if you were to to begin all over again?

DO THE SAME	33.2%
STUDY HUMANITIES	11.6
DO MORE STUDENT TEACHING	9.2
TAKE MORE TEACHING METHODS COURSES	9.1
GET HIGHER DEGREE	5.8
TAKE MORE PSYCHOLOGY/ DEVELOPMENTAL COURSES	5.6
ACQUIRE BUSINESS/TECHNICAL SKILLS	4.6
STUDY SOCIAL SCIENCE	3.3
GO TO LAW OR MED. SCHOOL	3.0
TAKE FEWER EDUCATION COURSES	2.4
LESS EMPHASIS ON SPECIALIZED TRAINING	2.3
STUDY MATH OR SCIENCE	1.9
PREPARE FOR COMMUNITY COLLEGE	1.1
NOT TEACH	1.1
GO TO A DIFFERENT COLLEGE	1.0
WOULD NOT GET HIGHER DEGREE	.1
ALL OTHERS	4.8
NO ANSWER	11.5

28. Five years from now you might be considering the following positions. How attractive do they appear to you at this time?

	VERY ATTRACTIVE	SOMEWHAT ATTRACTIVE	UN-ATTRACTIVE	N/A
A faculty position at a four-year college or university	39.0%	36.2	18.8	6.0
A faculty position at another community or junior college	20.5	40.8	32.0	6.7
An administrative position in a community or junior college	13.7	24.4	55.2	6.7
A position in a professional association	5.5	24.7	62.7	7.1
A school outside the United States	22.7	37.9	32.6	6.8
Any position but this college	4.0	13.6	66.2	11.2
A non-teaching, non-academic position	7.6	25.3	59.3	7.8
I would be doing what I'm doing now	37.9	40.2	14.4	7.5
I have no idea	4.7	8.8	47.4	39.2

29. What has been your affiliation with professional organizations in the past three years?

	NONE	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
Member	22.3	27.1	23.9	15.9	7.6	2.1	.6	.3
Attended a Regional/National Meeting	54.9	24.2	12.9	5.9	1.7	.3	.1	---
Presented a Paper	90.4	8.1	.9	.3	.2	---	.1	---

30. How would you rate the qualities that students should gain from a two-year college education?

	VERY IMPORTANT	LESS IMPORTANT	N/A
a. Knowledge and skill directly applicable to their careers	76.9%	21.0	2.1
b. An understanding and mastery of some academic discipline	63.6	34.2	2.3
c. Preparation for further formal education	80.4	17.5	2.1
d. Self-knowledge and a personal identity	89.0	9.2	1.7
e. Aesthetic awareness	76.8	21.1	2.1
f. Knowledge of and interest in community and world problems	83.3	14.9	1.9

31. How many humanities courses do you think students in two-year occupational programs should be required to take?

NONE	ONE	TWO	THREE	FOUR	FIVE	SIX OR MORE	NO OPINION
1.7%	2.1	10.7	13.2	22.4	9.1	34.6	6.1

32. The humanities can be offered through other than course-related presentation. Do you think there are too few, sufficient, or too many of these activities open to students at your college?

	TOO FEW	SUFFICIENT	TOO MANY	DON'T KNOW-N/
a. Colloquiums and Seminars	69.3	18.1	.9	11.7
b. Lectures	51.7	35.9	4.2	8.2
c. Exhibits	56.6	33.9	.8	8.7
d. Concerts and Recitals	54.9	36.3	.8	8.0
e. Films	41.7	45.9	4.4	8.0

33. How do you experience the humanities other than through your teaching?

Visit museums/ concerts/ theater	58.6%
Read	50.0
Records/TV/radio	21.0
Attend classes/ lectures/seminars	18.6
Participate in fine arts groups	15.7
Everyday experience	15.5
Talk with peers	14.9
Travel	14.1
Community service/ Church work	9.8
All others	.3
N/A	12.1

34. What changes in humanities have taken place at your college in the past seven years?

Added/improved humanities courses	29.1%
Improved facilities/materials	6.6
Integrated humanities into interdisciplinary courses	5.5
More emphasis on individual development/seminars	4.3
Improved teaching techniques	4.1
More extra curricular courses	4.0
More student interest	3.3
Added ethnic studies	2.5
Better teachers	1.6
Added/improved social science courses	1.4
More student participation in program planning	1.0
Lowered standards to meet needs of slower students	.6
Improve teaching techniques	.6
All other positive changes	1.7
Fewer humanities courses	4.6
De-emphasis of importance	3.0
Lowered standards	1.0
Decline in student interest	1.5
Lowered required number of courses	1.3
Drop in dollar support	.5
Little or no change	10.0
All other negative changes	.8
No answer	31.8

15. What changes would you like to see effected?

Added/improved home science courses	20.1%
Integrated home science into interdisciplinary courses	13.0
More extra curricular courses	10.6
Improved facilities/materials	7.5
More emphasis on individual development/seminars	6.5
Improved teaching techniques	5.0
More student related courses	5.0
Improve teaching conditions	5.0
More admin. support for home science	5.0
More communal / involvement	5.0
Re-emphasise basic skills	5.0
More student interest/freedom for the home science	4.5
Better teachers	4.0
Added/improved social science	4.0
Added ethnic studies	4.0
More student participation in program planning	4.0
More Private in institution	4.0
Relevance former program	.0
Lowered standards for slower students	.5
Special courses for married teachers	.5
All other positive changes	5.0
All other negative changes	.0
No answer	48.5

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

(a) [illegible]

[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

they were fine teachers but a few noted that they "don't know how to teach" or "they are unable to relate to students."

Sex and Ethnicity

Affirmative Action seems to be taking hold only slowly. We found a ratio of two to one of males over females, rather a constant with that ratio reported in earlier studies. There are very few ethnic minorities teaching Humanities; 2.6% Blacks, 1.9% Chicanos, less than 1% Orientals. In new colleges--those opened in the past five years--a higher percentage of the faculty is female and/or younger than in older institutions but ethnic minorities are not represented there to any greater degree. The faculty themselves are strongly against preferential hiring for women and/or minorities at their own college (60.9% against to 23.8% for).

Full/Part Time

We particularly wanted to get information about the differences between full-time and part-time faculty members. We found part-timers to be highly represented in religious studies, foreign languages, and art. This is probably because local ministers frequently teach religious studies; teachers from the local high schools often teach English as a Second Language; and artists who work at other pursuits may teach art history. Only two-thirds of the part-timers are employed elsewhere. This suggests that many retired people teach one or two courses or that young people try to get into full-time teaching at the same time that they complete their graduate studies at a nearby university. The latter point is confirmed by the fact that nearly half the part-timers are age 35 or

younger. Colleges in the South tend to be heavily weighted toward full-time faculty members. The large Western institutions are heaviest in part-timers.

Demographics

Slightly more than one-third of our humanities respondents reported that over 200 books were in the homes in which they had been raised; about one-fourth attested to 26-100 books; and 19%, 101-200. Since the number of books in the home has been found to correlate highly with socio-economic status, one would assume that most of our instructors come from at least average socio-economic levels.

Several other items in the faculty questionnaire were devoted to individual experiences. One of the more interesting findings was that over 40% of the respondents had been neither instructors nor administrators in secondary schools. Of those who had, the greatest number indicated 5-10 years in those institutions. One-two years was the most popular period for the 10% who had been involved in a four-year college or university beyond the level of teaching or research assistant. The 5-10 year time span was the most popular number of years respondents had worked in their current institutions, with 3-4 years running second. Only one-third of our respondents had been or were currently department or division chairpersons. A few (19%) claimed directorship of such specialized programs as ethnic studies, while still fewer had served as administrators (16%).

Several studies have maintained that two-year college instructors spend significantly more time in the classroom than do their four-year

counterparts. Although the time spent in the classroom hardly accounts for the total faculty work load, it is an indicator of some interest. Two National Education Association reports, for example, show a mean centering at 17 hours--even though these reports were disseminated seven years apart (1964-1971). At any rate, our own results as of spring, 1975 suggest that humanities instructors now spend somewhat less time in classroom instruction. Almost one-third reported 13-15 hours of classroom teaching, while 17.1% indicated 10-12 hours and 13.2% 15-18 hours.

Either overwhelmingly large or unusually small respondent agreement was generated in terms of other experiences. For example, 76% indicated that in the past three years they had attended an off-campus conference or symposium related to teaching, 73% used a syllabus for teaching their courses, and 93% said they had revised their syllabus and/or teaching objectives in the past three years. On the other hand, only a few had done a student teaching assignment in a two-year college or authored or co-authored a published book. Eight percent had received a stipend or grant from a private foundation (e.g., Ford or Danforth), although over 16% had received such assistance from their college and 16% from a state or federal government agency, such as the National Endowment for the Humanities.

Faculty Development

What is the outlook for in-service training and faculty development? People who want further preparation apparently want it for different reasons. Some seem to feel that further preparation will make them better instructors--there was a high correlation between the Curriculum and Instruction and Concern for Student constructs and the construct, Preference for Further

Preparation. However there is also a high correlation between those who want further preparation and those who see the university as a reference group to be emulated. Perhaps they feel the doctoral degree will bring them closer to their role models.

Reference Groups

We were particularly interested in determining who the two-year college faculty see as their role models. The way one conducts his/her personal and professional life is in part dependent on his/her role models. The dominant reference group affects professional orientation. We asked questions regarding the respondents' ratings of eight designated reference groups as sources of advice on teaching and found that "quite useful" was attributed to colleagues by 53%, to students by 43%, and to department chairpersons by 30%. Professional journals, university professors, and, again, students, were seen by over 45% as somewhat useful, while over 45% saw high school teachers and college administrators as not very useful.

Asked also were questions regarding the types of positions that would appear attractive to the respondents five years hence--for example, would they like to be teaching in a four-year college or university? We found that the instructors who look to the university as their reference group are chiefly those who have not been teaching in the two-year college very long. They think that people with doctoral degrees are more capable or knowledgeable. Their orientation toward their academic discipline is stronger. This construct is weighted by the large number of young part-timers in it, those who are still attending a graduate degree-granting institution.

Concern for Students, Humanities, and Curriculum

We also attempted to determine the depth of the faculty's Concern for Students, Humanities, and Curriculum and Instruction. Their attitudes toward students were collected from such items as "How would you rate the qualities that students should gain from a two-year college education?" and "On your most recent working day how many hours did you spend in student interaction outside class?" We found a high correlation between the satisfied faculty and those with a high concern for students. Those with a high concern for students were also interested in further preparation and in curriculum and instruction. In short, these constructs meshed to give a picture of a well-functioning, concerned two-year college instructor who differs from his counterparts at secondary schools or universities.

Most humanities instructors seem to have a definite sense of relationship with their students. In order of importance, they rank the following qualities as very important for students to gain: self-knowledge and a personal identity, knowledge of and interest in community and world problems, preparation for further formal education, knowledge and skills directly applicable to their careers, aesthetic awareness, and, finally, an understanding and mastery of some academic discipline.

When given a choice of "none" to "six or more" humanities courses that they believe two-year occupational students should take, over one-third of the respondents opt for the most courses--six or more--while four courses is suggested by almost one-fourth of the group.

When it comes to other than course-related presentations in the humanities, and when given a choice of selecting "too few," "sufficient," or "too many" in describing the activities open to students at their schools,

the respondents put most presentations in the "too few" group. Rated as "sufficient," in order of degree, are films, concerts and recitals, lectures, exhibits, and colloquiums and seminars.

Concern with the Humanities was assessed through the use of such items as "How do you experience the humanities other than through your teaching?" and "What changes in humanities instruction have taken place at your college in the past seven years?" Those faculty members with a high concern for the Humanities are low on Satisfaction and low on Concern for Students. Their disciplinary orientation tends to be paramount.

On a free-response question asking about conditions in the participant's institution within the past seven years, fourteen positive and eight negative curricular and extra-curricular changes were indicated. "Added/improved humanities courses" accounted for the highest aggregate scores (29%) and "Little or no change" the next highest (11%). When asked what changes they would like to see effected, almost one-third indicated the addition and/or improvement of humanities courses; integrating the humanities into interdisciplinary courses and more extra-curricular courses were also indicated by sizeable numbers.

Future Plans

When asked what they would do if they had a free choice in the matter, over 50% of the respondents indicated they would give more time to their graduate education, and to research or professional writing. Student interaction outside class, personal affairs, and planning instruction were selected by 42-51%. Over one-third reported they would spend less time than they now do in administrative affairs.

Sixteen all [illegible] world that enters the next five years [illegible] should like to take steps toward professional development. In order of popularity, these steps were to get a Ph.D. or Ed.D., enroll in courses in a university, enroll in in-service courses at their college, get a master's degree, not get a Doctor of Arts degree. If they had a free semester, traveling and being [illegible] were most appealing.

Personality Dimensions

Faculty attitudes and personality characteristics are often subjected to studies of college faculties. Indeed, there is a plethora of information regarding age, income levels, preparation sequences, and degrees held, and a paucity of material pertaining to feelings of satisfaction, personal inspiration, and other personality dimensions. To redress this imbalance, we have attempted to answer certain questions regarding attitudes and effects. For example, how related are our 1493 subjects to the significant others in their lives? Does the level of satisfaction vary with different teaching styles? We approach these questions from the standpoint of satisfaction, functional fidelity, group cohesion, and reform.

Satisfaction

Most reports about satisfaction are found in the literature of business and management. Accordingly, they usually center on either satisfaction with the working environment or the quality of work, typically in large industries. Job satisfaction is an issue that touches everyone, and thus applies to the educational environment as well as to business and industry. Indeed, we believe that satisfaction persists not only as a reaction to the world of work but also as a reflection of a basic personality characteristic. It is possible that in

[illegible]

[illegible]

[illegible]

Group Cohesion

Group cohesion, or relatedness to special reference groups, is another personality variable that describes our sample population. The findings here point to the humanities instructors' feelings of affiliation with the following reference groups, from most related to least: their group of friends, then family, other instructors in their field, most instructors at their school, teacher organizations, students, and last, college administrators.

Values and Attitudes

When it comes to values, Self-respect (self-esteem) is ranked first of 18 dimensions; next, Wisdom (a mature understanding of life) and Inner Harmony (freedom from inner conflict). The three least important values, in descending order, are Pleasure (an enjoyable, leisurely life), National Security (protection from attacks), and Salvation (saved, eternal life).

As far as other attitudinal indicators, given a choice of excellent, good, fair, and poor, at least half the subjects rank as "excellent" their relations with students, family, and friends, and their freedom to choose textbooks, programs, and media in their special areas. Seen as "excellent" by less than one-third are salary, relations with administrators, job security, feelings about living up to their greatest potential, their students' enthusiasm for learning, and their general working environment. A ranking of "good" was assigned by over 50% to relations with colleagues, their degree of autonomy, and the working environment in general. "Poor rankings" were attributed to each possible choice by anywhere from none (relations with students) to 12% assigned to salary and job security. Thus, most respondents lean quite positively to most all attitudinal items included

in the Faculty Survey.

Professionalism

We are particularly interested in the question of professionalism. Taken as a whole, is instruction in the two-year college a profession in its own right? A profession is an ideal occupational form, something that does not exist in actuality but which serves as a model to which members of an occupational group aspire. It has certain characteristics: it controls entry into and polices its own ranks; it requires a long period of training before one can practice within it; it is in control of a body of specialized knowledge not readily available to laymen; it forms professional associations and codes of ethics. In addition, it is viewed as a profession by outsiders no less than by those who practice it.

On some of these criteria community college teaching seems close to the ideal; on others, not so near. It does not control entry into its ranks--state legislatures and governing boards set minimum employment requirements. It polices its ranks minimally through its involvement in tenure decisions but college administrators typically have the last word. It requires a long period of training and it can make some claim to a body of specialized knowledge. It has begun to form its own professional associations--especially the music and foreign language faculty.

The instructors' attitudes toward high schools are of note here; they have broken almost completely with them. Although half the faculty in our sample have had secondary school experience, people in this group tend to be older and are not being replaced as rapidly as they once were. More to the point, few of the faculty want anything to do with the secondary schools, seeing teachers there as poor sources of advice on teaching. However, the break with the secondary schools is not a sufficient condition for perceiving the two-year college faculty as a unique

professional group. A high percent of them still identify with the university and until the university professor as a model is minimized in the minds of the community college instructors, they will have difficulty finding their unique place in the eyes of the community as well as in their own eyes.

Nevertheless much evidence suggests that faculty members in community colleges are becoming more aware of themselves as a separately functioning professional body. They see their own colleagues and students as the best sources of advice on teaching. They are not interested in administrative positions. They <u>are</u> interested in curriculum and instruction, in working on their courses, and on their teaching almost to the exclusion of other professional pursuits. A cautionary note here: there is the danger that the faculty will re-create the high school from which they sprang. Many two-year college instructors teach in two or more fields. This is understandable because few colleges have enrollments large enough to support a full-time instructor in anthropology, art history, or cultural geography. The teacher's schedule is filled out with other courses. This can serve to strain disciplinary affiliation to the breaking point. Similarly the lack of orientation toward disciplinary research--reinforced by the teaching loads and the lack of reward for doing it--weaken disciplinary ties. The instructor's localism, his lack of affiliation with national professional groups, his failure to read or write in the professional literature, and his adversary relationship to college administrators--all these mark a secondary school image.

Yet, we would like to believe that as community college teaching develops along its present course,the faculty will be seen as genuine professionals in <u>instruction</u>. Ideally, as this tendency progresses it will

lead to full-time faculty members perceiving themselves as managers of student learning, evaluating themselves on their clients' progress. They can and they will abandon the isolation of their classrooms and take up broader professional responsibilities. They will coordinate the work of the part-time faculty members whose numbers have increased so rapidly in recent years. They are well along now in the use of reproducible media and other aids to teaching, a tendency that will increase. They are becoming managers of para-professional and instructional aides, too. All this suggests that the profession will develop and center on qualities relating to Instruction with a capital "I".

Collective bargaining's influence on faculty professionalism is difficult to predict. All we can say at this point is that a majority of the faculty favor it. As reported in the Chronicle of Higher Education (Jan. 26, 1976, p. 11) Ladd and Lipset found 76% of two-year college faculty rejected the statement, "Collective bargaining by faculty has no place in a college or university." Our Faculty Survey question about collective bargaining was worded positively--"Collective bargaining by faculty members has a definite place in a community college"--hence is not directly comparable. It received a 68% favorable response from the humanities faculty, while only 15% of the group rejected it. But the non-humanities faculty show a different pattern. Only 54% of the group favored the statement and 30% rejected it.

FURTHER FINDINGS

PART-TIME INSTRUCTORS

Part-time instructors differ from full-time instructors in that part-timers:

- are less experienced — more is one-two years for PT; five-ten years for FT
- have fewer years in current institution — two years or less: 57% of PT; 20% of FT
- read fewer scholarly or professional journals
- are less likely to be a member of a professional association
- are less concerned with research

	Research Orientation			
	Total	High	Medium	Low
FT	75.6	83.0	75.9	68.6
PT	23.5	17.0	23.2	29.9

- are less concerned with curriculum and instruction

	Curriculum and Instruction			
	Total	High	Medium	Low
FT	75.6	81.0	76.3	68.0
PT	23.5	18.6	22.7	31.6

- are less concerned with the humanities

	Concern with Humanities			
	Total	High	Medium	Low
FT	75.6	79.4	76.9	67.5
PT	23.5	19.6	22.5	30.6

- are more likely to hold the university as a reference group

	University as Reference Group			
	Total	High	Medium	Low
FT	75.6	70.3	75.2	83.3
PT	23.5	27.9	23.9	16.2

- are younger

	Age 35 or Younger
FT	30%
PT	46%

- are more likely to prefer further preparation

	Pref. for Further Preparation			
	Total	High	Medium	Low
FT	75.6	72.3	75.4	79.7
PT	23.5	27.2	23.7	19.3

Part-time instructors are the same as full-time instructors in their:

Concern for Students

	Concern for Students			
	Total	High	Medium	Low
FT	75.6	77.5	74.0	76.5
PT	23.5	23.0	24.5	18.5

Level of Satisfaction

	Satisfaction			
	Total	High	Medium	Low
FT	75.6	76.8	75.0	76.4
PT	23.5	22.4	23.8	23.6

Indication of Ways They Spend Their Free Time

If you had a free summer, what would you do (free response)?

	Total	FT	PT
Take classes/study/read	23.3	24.2	20.2
Do research	8.7	8.6	9.6
Teach or prepare to teach	6.5	6.7	6.0
Attend professional work-shops	1.7	1.8	1.3

Type of Training They Prefer

If you were to begin over, what type of training would you seek (free response)?

	Total	FT	PT
Change nothing	23.2	24.1	20.5
Study humanities	11.6	11.8	10.3
Do more student teaching	9.2	9.0	9.7
Take more teaching methods courses	9.1	9.1	9.1

[illegible]

Doctoral Degree holders differ from non-doctorates in that people with doctorates

Are slightly more likely to hold scholarship as reference group

[illegible]

	[illegible]		
	[illegible]	[illegible]	[illegible]
Work	37.9	40.2	39.0
Non-Work	16.7	14.2	15.4

Are less likely to desire further professorship

[illegible]

	[illegible]		
	[illegible]	[illegible]	[illegible]
Work	8.1	7.0	7.6
Non-Work	12.2	11.0	11.7

Have less concern for major students

[illegible]

	[illegible]		
	[illegible]	[illegible]	[illegible]
Work	8.1	10.2	9.2
Non-Work	14.2	14.7	14.7

Are most highly represented in the Middle States, least in the Midwest

They differ only slightly on indexes of Satisfaction, Functional Research, Curriculum and Instruction, and Concern with Academics.

[illegible]

[illegible] = [illegible]

[illegible] = [illegible]

[illegible] = [illegible]

[illegible] = [illegible]

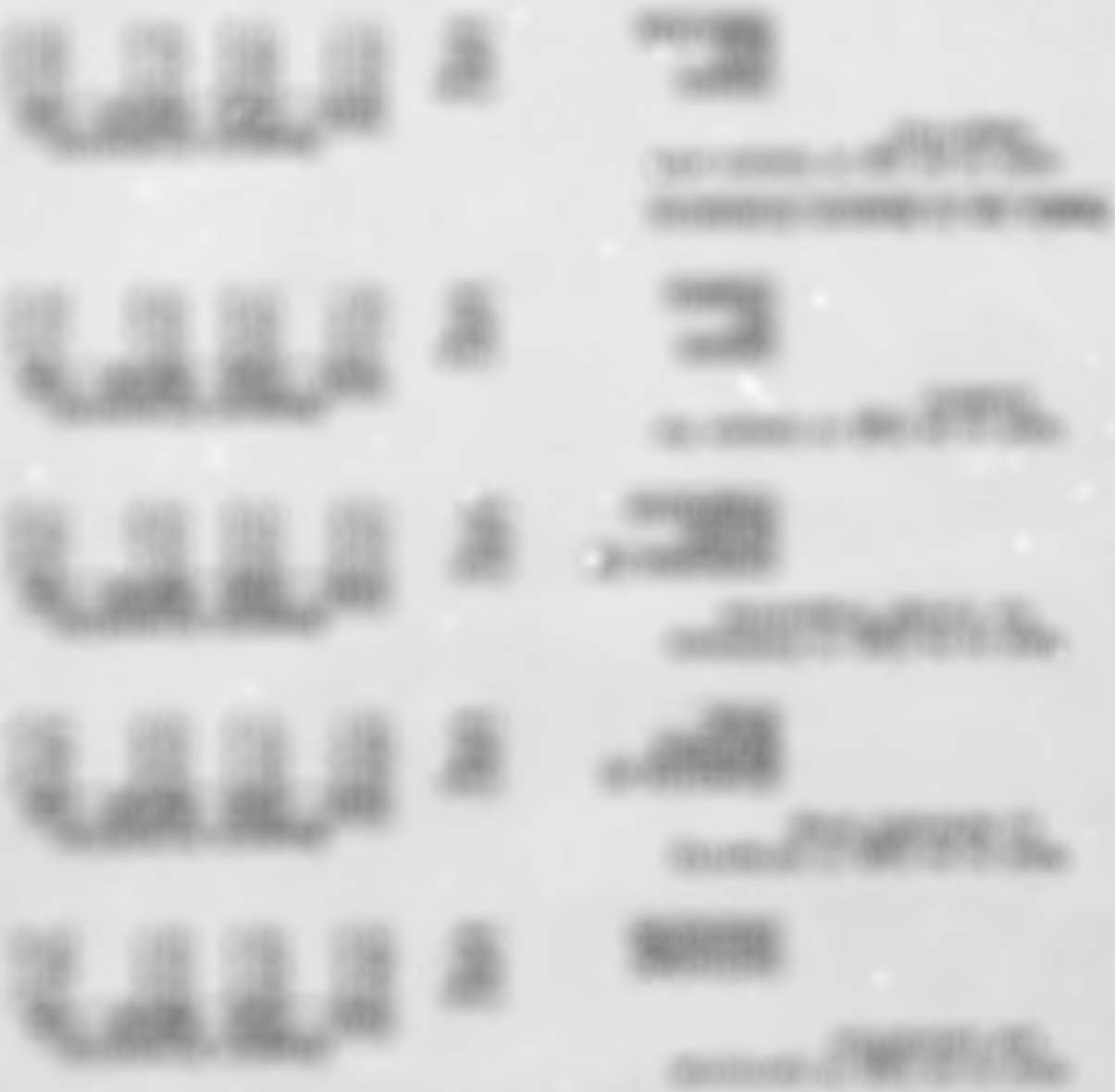
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

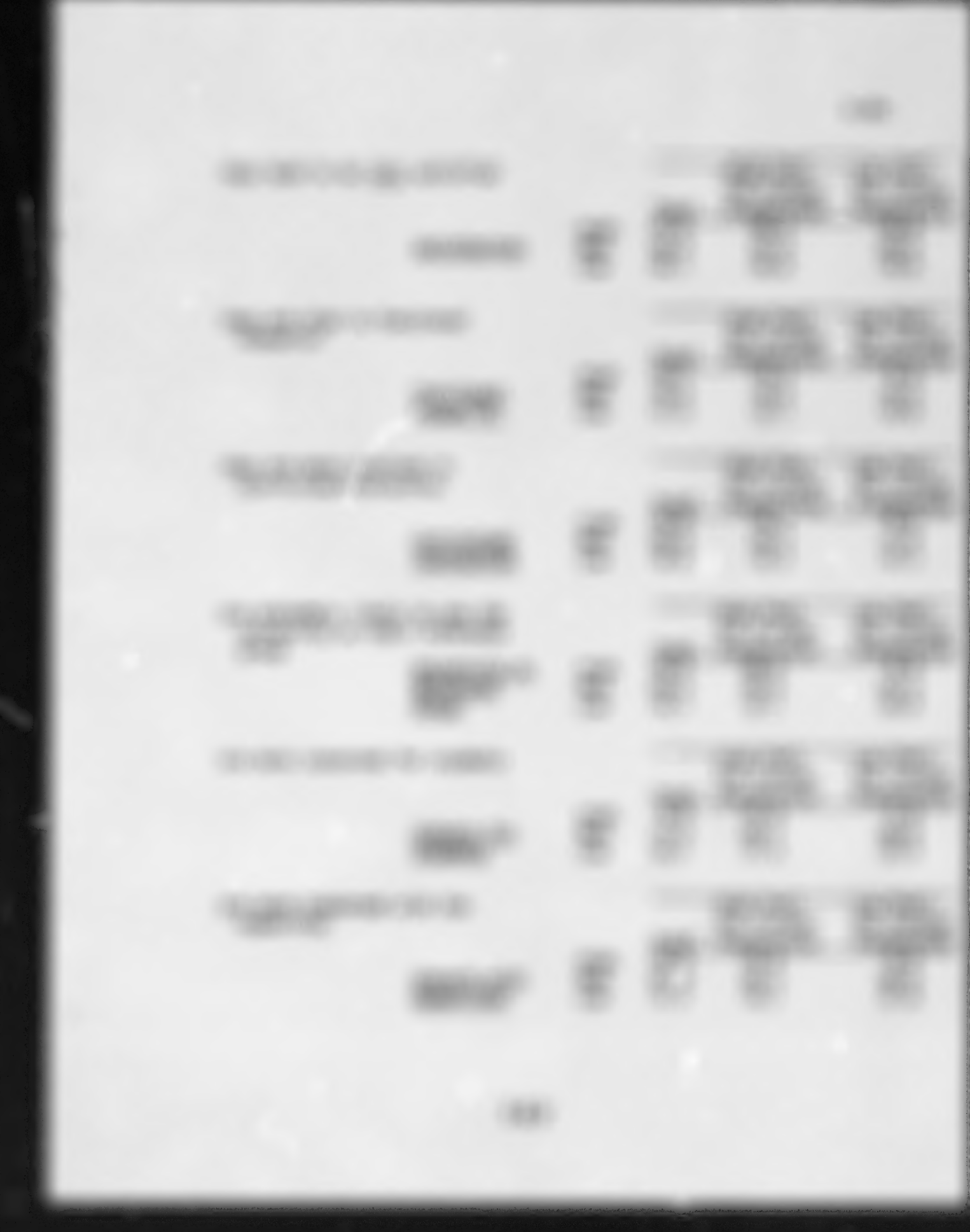
a [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]





AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

VI. DISSEMINATION

Sue H. Schlesinger

As a way of disseminating information about the Faculty Survey and the status of the humanities in two-year colleges generally, Center staff members have presented speeches to several groups and distributed articles and papers through various journals. In addition the Center sponsored a conference at which numerous reports on humanities programs were given by educators from California and elsewhere. The speeches, articles, and conference reports are summarized in this section.

This Project is funded by a grant from the National Endowment for the Humanities, a federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

DISSEMINATION

Speeches

The first analysis of data resulting from the Center's nationwide humanities faculty survey was presented by Arthur Cohen at the conference of the National Humanities Faculty on October 14, 1975 in Atlanta. Mr. Cohen reviewed the methodology used in the study which elicited the high response rate of 84%. He discussed the development of the questionnaire, pilot testing, the random selection of participants, and the follow-up procedures in retrieving the survey forms. Initial data analysis revealed the following: 1) there is a ratio of 2 to 1 of males over females teaching the humanities; 2) few ethnic minorities teach humanities (2.6% Blacks, 1.9% Chicanos, less than 1% Asian-Americans); 3) a much higher percent of instructors have the doctorate now than had it even five years ago (14% now compared to 8-10% in studies of the late 1960's); and 4) satisfaction, contrary to expectation, is unrelated to number of hours taught weekly (satisfaction seems to be more of a personality trait).

At the California Educational Research Association Conference, held in San Diego on November 12, 1975, Florence Brawer delivered a paper entitled, "Humanities Faculty and Personality Characteristics." Reporting on initial findings of the Center's study, she focused on the faculty's satisfaction and Functional Potential, "a hypothetical construct built on psychodynamic principles of human functioning that assesses ego strength." Ms. Brawer discussed the relationships between these two variables and

teaching field; age; sex; type of college; and orientations to curriculum, instruction, and to students. She then compared findings between the humanities and non-humanities subjects, and closed by reviewing implications for further study.

In his speech to the New York State Education Department, Doctor of Arts Conference at N.Y.U. on November 14, 1975, Mr. Cohen provided information on the advisability of having a Doctor of Arts program for community college instructors. Based on data from the Center's study, Mr. Cohen gave the following suggestions to those planning a Doctor of Arts degree program that would be appealing to community college faculty: 1) construct the program to serve commuters, since "the biggest market for the Doctor of Arts program is from among the full-time faculty;" 2) straddle departments where feasible; 3) offer classes and workshops on the community college campus itself; 4) involve community college faculty members as clinical professors; and 5) include a teacher of teachers component in the program.

On December 29, 1975, Mr. Cohen addressed the Annual Convention of the American Philological Association in Washington D.C.. His presentation, "The Classics in the Community College: A Litany of Despair," was rooted in findings from the Center's study which showed that "in most cases, the Western Civilization course is the only exposure to the Classics that students will have during their junior college career." The study did indicate, however, that courses in mythology as well as in interdisciplinary humanities (such as "Classical Humanities" or "Man and Culture") were on an upswing movement in the community colleges. Mr. Cohen warned that the excessive number of university-prepared instructors in the Classics cannot look to the two-year

college for employment and he suggested that "Classicists might be able to expand their role in the two-year college by building courses in the teaching of language." Arguing that we must design programs for those already working rather than for students fresh out of the university, he recommended the following: 1) offer classes, workshops, modules, lectures on the community college campus itself; 2) build courses in mythology to capitalize on the current interest in astrology, science fiction, and the supernatural; and 3) build interdisciplinary courses incorporating art, architecture, history, philosophy, religion, economics, government, literature, and myths of the world.

Papers

In addition to speeches presented, the Center's findings were disseminated through the publication of various papers. In "Maximizing Reponses to the Nationwide Faculty Survey," accepted for publication in Research in Higher Education, Mr. Cohen detailed the methodological procedures employed in the Center's faculty survey. A representative random sample of all two-year colleges in the nation was drawn, principally stratified for type of control (public or private) and geographical locale. Secondary stratification variables included college emphasis (comprehensive, technological, liberal arts), organization (multi- or single-campus district), size, and age. One hundred and fifty-six colleges, nearly exactly representative in terms of control, locale, size, age, emphasis, and organization, participated in the study.

Co-authored by Mr. Cohen and Ms. Brawer, "The Humanities Faculty: A Review," appeared in the Winter 1976 issue of New Directions for Community

Colleges. This article, composed before the Center's faculty survey was undertaken, reviews the prevailing literature pertaining to "preparation, in-service training, attitudes, values, and approaches to instruction of the faculty teaching the humanities in community colleges." Additionally, "Foreign Language Instructors in Two-Year Colleges: Curriculum and Instruction," originally contained in "The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction" and published by the Center previous to the survey, was reprinted in the March 1976 issue of the ADFL Bulletin.

The data resulting from the faculty survey have also been reported in a number of papers which deal with instructors in specific humanities disciplines. In these papers, Mr. Cohen and Ms. Brawer examined the idiosyncrasies of instructors in particular fields, characterizing them, in part, in terms of their teaching preparation, attitudes, values, and aspirations. Two of these papers, "Characteristics of Two-Year College Political Scientists" and "Foreign Language Instructors in Two-Year Colleges: A Profile," will be published by the American Political Science Association and the ADFL Bulletin, respectively. Three other papers, dealing with the characteristics of history, political science, and social science instructors in the two-year college, have been printed by the ERIC Clearinghouse for Junior Colleges and were distributed at the Community College Social Science Association meeting held in Anaheim on March 4, 1976.

The Conference

One of the major sources of dissemination of the results of the humanities faculty survey was the Center's conference, "The Humanities in Two-Year Colleges," held on January 15, 1976. Mr. Cohen opened the conference by

reviewing the methodology used in the study. Pointing to the high response rate, he noted that the Center's findings are representative of as well as generalizable to the total universe of people teaching humanities in two-year colleges. He also reported on the full- and part-time breakdown of faculty in terms of their age, sex, ethnicity, and educational background.

Ms. Brower further discussed the Center's findings. Of the 1493 respondents, most taught literature, then government and foreign languages, followed by anthropology, social sciences, philosophy, and religious studies. The majority of the respondents (75%) had not been students in community colleges. Also reported on were faculty preparation and professional development. Ms. Brower closed by presenting data on the personality constructs--satisfaction, Functional Potential, group cohesion and values and attitudes--used in the survey.

Following the report on the Center's study, fourteen two-year and four-year college instructors and administrators spoke on topics in the following three areas: "The Humanities Now," "Trends in the Humanities," and "A View from the University."

The Humanities Now: Thelma Altshuler's presentation, "Improved Interaction with Television Audiences," described her experience with Classic Theatre--the full-length production of plays presented weekly on educational television at Miami-Dade Community College. The students viewed these productions, read from assigned anthologies, and took computer developed tests which were administered through the mail. Ms. Altshuler noted that this kind of "new" education lacks the small classes and well-motivated students which would allow intimacy, easy dialogue, and understanding for its own sake."

Nevertheless, she concluded that with intelligent planning by administration and faculty, television teaching can serve a significant number of students without compromising standards of excellence. Charles Shearer adds the beginning of a technique which has the potential of bringing this knowledge to those in the community who would find regular school attendance inconvenient.

Eugene A. Rhodes, from Los Angeles Pierce College, speaks on the "Democracies Town Hall Project." Sponsored by the National Endowment for the Humanities, the project's purpose is to: 1) increase the people's opportunity for direct participation in public policy issues which directly affect their lives, 2) enlarge the range of viewpoints by involving humanists in open discussions of public policy, 3) enhance the public's awareness of the humanities, and 4) increase civic attendance and participation by offering a way in which divergent publics may come together to discuss mutual problems. Twelve professors, representing the nine campuses of the Los Angeles Community College District, have been divided into three panels--"The Family," "Ethnic Heritage," and "Individual Rights and Freedom." Beginning in February 1976, each of these panels will hold workshops on community forums on three of the 9 campuses so that eventually all nine campuses will be visited. Following [illegible] will be three Town Hall meetings, each devoted to one of the topics.

Tom Grigg, of the Grant Community College District, discussed an interdisciplinary humanities curriculum project on which his district, Rhodes Community College, and the City Colleges of Chicago have been working. Funded by the National Endowment for the Humanities and begun in 1974-5, the project has developed: 1) a "core" course designed to present humanistic experiences that any community college student, no matter what his or her background or

[illegible] programs, can profit from and [illegible] these "services" centers, each of which is tailored [illegible] to address issues in the needs of [illegible] persons in community college students.

[illegible] Education reported on an interdisciplinary program at Santa Ana [illegible] which is now being developed under a grant from the National [illegible] for the humanities. It consists of a four-semester sequence [illegible] aimed to satisfy "value topic," and representing a meaningful [illegible] from one semester to the next. That is, students are first introduced to the humanities by participating in the [illegible] life of the area around the college. They then undertake an historical [illegible] of the western tradition, including the study of topics such as "Search for the Divine," "Search for the Secular," and "Search for Man and Meaning." The objectives guiding this humanities outreach program are to stimulate anti-curricular and anti-[illegible] learning, to include significant cultural events as part of the regular curriculum, and to involve [illegible] faculty members in the planning and teaching of humanistically oriented courses.

Philip Rash, Dean of Instruction, Planning at Mercedes Technical College discussed a unique interdisciplinary [illegible] program in which he has been involved. This program [illegible] is an example which [illegible] in general planning [illegible] of courses. Begun with a planning grant from the National [illegible] for the humanities, different activities at Mercedes Technical College general education requirements except in English composition and science courses. The [illegible] program is [illegible] arranged into clusters around [illegible], each [illegible] independent of other segments and each covering a specific period of time. At the core of the different programs are the humanities and artistic